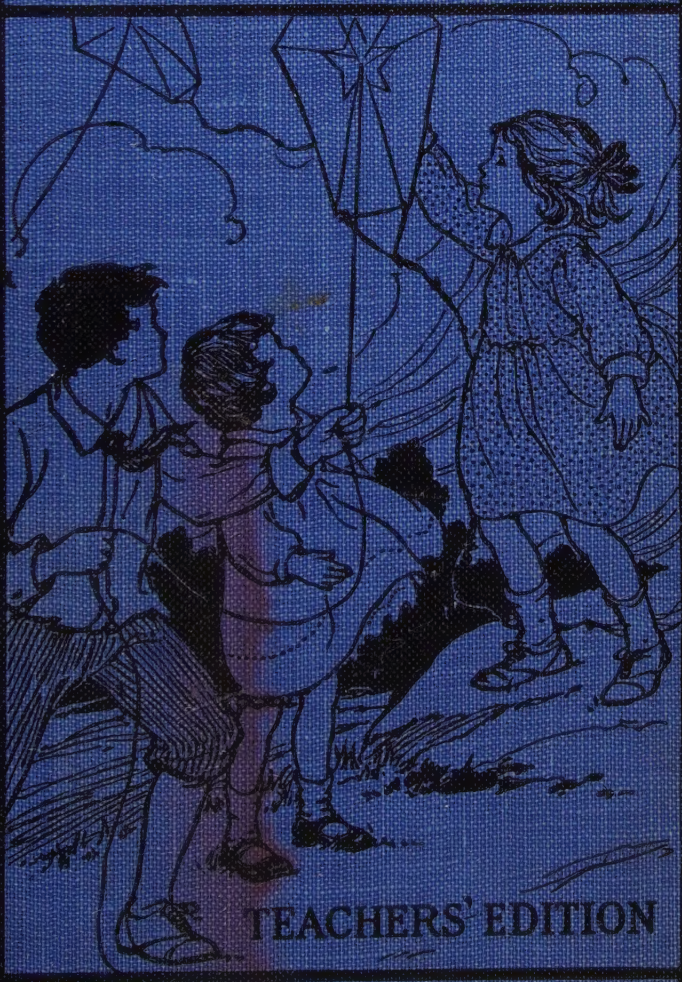
LEARN TO STUDY READERS



TEACHERS' EDITION

BOOK ONE

John F. Palmer 2/15/24

Things to Remember in Examining this Book

1. This book marks a new departure in the teaching of primary reading. The Learn-to-Study Readers aim to correct one of the fundamental difficulties encountered all through the school period, by systematically training children how to use books for study purposes.

2. First of all, this book is not an oral reader and must not be confused with books of that type, nor used as such. The manual of directions makes this clear.

3. This book does not teach the mechanics of beginning reading, nor is it designed to take the place of method or literary readers. It presupposes and supplements these. It begins systematic teaching in the application of the ability to read and the development of those abilities which are peculiar to silent reading of the work type.

4. Since it assumes that pupils have learned to read through the medium of some current method, its earliest place is that point in the first school year where this mastery has been attained.

5. The primary aim of this book is to teach pupils how to read for study purposes. The methods and measures employed are therefore necessarily different from those of the ordinary first reader, and may not be compared with them.

6. The text is made up largely of factual material, because the ability to organize factual material into workable and

rememberable form is one of the prime objects of study, and because on matter of this kind tests can be made most accurately.

7. This book cultivates at the very beginning of the child's school experience those abilities needed in such study as is done with books (see Preface, paragraph one). It therefore is not a method of teaching reading, either as "method" is ordinarily employed or as "reading" is ordinarily understood. It is the beginning of a progressive scheme of mental training and habit forming that, once acquired, will revolutionize present abilities of children in the use of books and other tools of education.

8. Reading heretofore has been interpreted as a study to teach word and thought recognition and literary appreciation. This book — the first of the Learn-to-Study series — is made on the thesis that purposeful reading lays the foundation for organized, accurate, and concentrated thinking, and for utilizing and applying effectively reading abilities.

9. The Horn-Shields Silent Reading Flash Cards inaugurate this scheme. In order to make automatic the habits of concentration, quick and accurate thinking, and the various other skills developed by these cards, it is planned to carry through the elementary grades the application of the principles upon which these cards are based. This book furnishes the proper material for the first extension of these principles.

10. This book is more than a "reader"; it is a test book for the pupil — and for the teacher.

THE LIBRARY

MANUAL OF DIRECTIONS

FOR THE

LEARN TO STUDY READERS
BOOK ONE

BY

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PREFACE TO THE MANUAL OF DIRECTIONS

Four points must be constantly kept in mind by the teacher who wishes to make the most efficient use of this book.

1. *This is not an oral reader and should not be used as such.* This does not mean that oral reading is to be neglected in the primary grades. Oral reading should be taught through the use of method and literary readers. This reader is a silent reader of the work type.

2. *This book is not intended for beginning reading.* It assumes that a satisfactory method book has been completed and that in addition, through some such exercises as the Horn-Shields flash cards, eye movements and good basic reading habits have been developed. This book should not be introduced, therefore, until these preliminary objectives in beginning reading have been accomplished.

3. *This book is not a literary reader.* Most first grades are already supplied with books containing literary material. The authors of this book assume that such literary material is of course to be read by first-grade children, not merely before silent reading is taken up but also in separate periods during the time this book is being used.

4. *This book is the first step in teaching pupils how to study.* It deals with the abilities involved in mental effort and with material of an informational and factual nature.

The relation of this type of work to the oral reader, the method reader, and the literary reader is clearly shown in the "Manual of Directions" and in the preface to Book One.

THE AUTHORS

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FOREWORD

In presenting this manual of directions to teachers special acknowledgment is gladly made to Laura Zirbes, without whose efficient collaboration the full value of the training from the use of the series would not have been possible. Since this is the first systematic and thoroughgoing plan for teaching pupils how to work with books, the authors desired to present to teachers not only their own experience and that of their immediate associates, but also the experience of some investigator who had been working independently, with scientific care and practical insight, on the same type of reading problems. Because of her valuable work in the Lincoln School in devising and testing more efficient procedures in silent reading, Miss Zirbes was the natural choice for this collaboration. She, in turn, was willing to collaborate because of her conviction that such training as is outlined in the books and in the "Manual of Directions" is worth while and greatly needed. A study of Miss Zirbes' Introduction to the "Manual of Directions" and of the special exercises which are included for each lesson will show how efficiently the "Manual of Directions" has been planned to insure the realization of the purposes for which the material in the Learn to Study Readers, Book One, was prepared.

Acknowledgment should also be made of the unstinted advice and counsel of other associates in this work. The services of Maude McBroom, co-author of Books Two and Three of the Learn to Study Readers, have been invaluable in correlating the exercises and material in Book One with the exercises and material in Books Two and Three.

INTRODUCTION

THE DISTINCTIVE FIELD OCCUPIED BY THIS BOOK

It should be borne in mind that this is a silent-reading manual. The suggestions are therefore quite different from those which accompany the usual basic text. Much of the value of this material is lost if it is used formally and read orally paragraph by paragraph. It is certainly inadvisable to work for the oral mastery and rendition of the selections.

Abundant suggestions for appropriate exercises and reviews have been presented for each lesson. They were devised as effective means to a wide range of worth-while ends or aims. The emphasis is on an alert attitude and search for meaning. Mere word-calling responses have been eliminated in favor of procedures and reactions which make for comprehension. Not much is said of speed or rate because the materials and procedures furnish an inherent urge to rate quite sufficient at this stage of growth. Every effort has been made to eliminate irrelevant, impractical, or uneconomical procedures.

Proposed activities are described in detail and should be studied for their purpose and learning values. Thus the teacher may develop her grasp of silent-reading aims, problems, and techniques and see that sound principles embodied in practice are far more significant than devices.

Proper study habits are not an inevitable by-product of general reading ability. Study attitudes and procedures are the outcome

or result of experiences which involve reading and thinking toward the solution of some question or problem.

In order that children may become efficient in the fundamental habits which make up study and differentiate it from recreative reading it is necessary to provide reading matter which makes the child ask questions and search for answers to his questions. If such materials are selected on the basis of genuine child interests, and if the problems and questions are related to the actual purposes and pursuits of childhood, information takes on value and the material furnishes its own impulse. Children read not only to find out but also to try to organize and remember ideas for actual use.

Thus, the child who wants or owns a dog will give to a selection which promises to furnish pertinent and helpful hints on the care of his dog a quality of attention and concentration quite different from that elicited by fables, folklore, or more modern fiction on the same topic. This does not imply that fairy tales and folklore should be abolished, but that factual material should be introduced where it has an important special function to perform.

We often go far afield for material and overlook or forget to utilize the impulses which need no artificial stimulus. The abundant associations and meanings which cluster about everyday occurrences make such material doubly effective with young children who are, at one and the same time, beginning to learn to read and trying to comprehend an ever-expanding social and physical environment.

Children need to learn to study. The conception of silent reading as a study procedure cannot be derived from reading experiences which stress the oral reading aims. Appropriate study material may be used in ways which do not eventuate in sound and effective study habits.

Learning to study involves learning to do the following efficiently:

1. Locating the answers to questions or finding, in the book, information on any question.

2. Comprehending, appraising, and selecting data to answer any question, or for any other purpose.

3. Organizing what is read for the purposes for which it is read.

4. Perfecting one's grasp of what is read and providing for remembering it.

An important factor in doing each of these things efficiently is that of time. Each step should require only such time as is necessary to take it efficiently. Children should come to know when they have completed a study assignment, and should not be required to dawdle over their work to fill a study period. There should be some provision for the purposeful use of time on the part of fast, efficient readers. This furnishes an inherent urge to increased rate and high-level performance.

The relation to other types of reading. The use of this book does not, however, preclude the use of other material, nor does it imply a complete abandonment of oral reading or of other phases of reading instruction and experience. Oral reading should, however, be used with material found in other books. Rhymes and folklore are highly suitable for oral rendition. Appreciation of some selections is partially dependent on the pleasurable succession of sounds. Others are so suitable for group enjoyment, dramatization, and representation that they should be read aloud in an assembled group as the point of departure for other expressional activities.

If children are to gain in independence and power, it is also necessary that they should learn some way of attacking new words and that they should have rapid-exposure exercises based on a vocabulary common to early reading experiences.

These aims are distinctly worth while and should receive their measure of attention with other materials. It is no longer deemed advisable to limit first-grade and second-grade classes to a single basic text, and varied materials must be selected, both because of the varied interests of children and because of the variety of purposes to be served.

Danger from stereotyped methods. There is a danger in adhering to a stereotyped plan of presentation for each lesson. Much of the vividness and joy of reading depends on spontaneity and variety of material and procedure. There is no *one best way* to teach *every* lesson. Training which is too narrow results from stereotyped procedures.

Suppose these suggestions included a statement like this: "New or difficult words should be explained or dealt with before the children attack each lesson." The following question may very properly be asked: How does the teacher know in advance which words are difficult or strange, and how does she know which children need them? Or there may be a legitimate question as to type of explanation and help offered. Children who have numerous difficulties with words need power more than specific help with the words in a given story or selection. Their difficulties point a need for training which is poorly served by telling or explaining the hard words in successive lessons. In some cases the evidences of need may indicate the feasibility of postponing the use of the book. Silent reading should not be so full of difficulties that the search for meaning is confused. Occasional difficulties may be dealt with in a manner quite in keeping with silent-reading objectives. Furthermore, extensive reading leads to abundant and vital word experiences which *do* increase visual vocabulary.

The child who asks for a word which could easily be derived by reference to contextual clues needs one type of training and

suggestion, while the one who depends too much on context needs the opposite. The teacher must discover these pupils, individually and severally, and treat each according to his need. Preparatory incidental reading matter offers another approach to strange words and ideas. When words are actually new and strange in *meaning*, children should not be expected to learn or acquire them permanently in a single brief period. Adults seldom learn the meaning and pronunciation of a new word from a first reading contact. If the child gets the gist of the meaning in a manner which satisfies the purpose set for the reading, no more should be expected at the time, but the words which caused difficulty should recur at intervals, long after the need for reading the particular selection has passed. Such review serves a long-range purpose in that it builds for permanence and power rather than for smooth performance of a single selection.

The criteria for the selection of vocabulary for this book operate to reduce the number of strange, hard words. One brief training period per day will take care of such training. Where the emphasis on recognition has been too pronounced, the right use of this book will be a corrective.

The wide range of purposes served. The specific suggestions have embodied a long list of significant purposes or aims, among which the following will be noticed by those who study the proposed plans and the responses of the children:

Provision for favorable attitudes.

Provision for experiences which lead to a conception of reading as thinking.

Provision for genuine purposes for reading.

Provision for building and expanding interests.

Provision for training in thoughtful anticipation of paragraph content.

Provision for training in organizing what is read.

Provision for informal tests of ability to locate data, to select pertinent points, to organize ideas, to answer questions, to sense relationships, to retain content, and to recognize phrases and words.

Provision for assisting teachers to detect difficulties.

Provision for short-exposure exercises to increase perception span and bring about realization of phrase and sentence unity.

Provision for the grasp of the total meaning of selections.

Provision for variety of responses in terms of meaning.

Provision for experiences which differentiate fact from fiction.

Provision for individual differences.

Provision for expressional activities, drawing, booklet making, and dramatization.

Provision for an accurate control of a useful reading vocabulary.

Provision for the functioning of informational material.

Provision for retention, review, and recall.

Provision for training in word differentiation.

Provision for pupil initiative, choice, and responsibility.

Provision for training in the use and care of books.

Provision for encouraging related activities.

Provision for developing in the mind of the child higher standards of comprehension.

It is suggested that the use of the book should be preceded and followed by the application of some standardized silent-reading test. The difference between the two measures should be noted. It will no doubt show growth, and will demonstrate the significance of the reading matter and the value of the suggestions which follow.

LAURA ZIRBES

DIRECTIONS FOR THE USE OF THE MANUAL

1. In order to teach this book with the greatest success the *teacher must master the manual of directions*. *First*, she should be sure she understands clearly the place and the purpose of Book One, as set forth in the Preface and Introduction. *Second*, before teaching any lesson she should read carefully the full directions for teaching and testing that lesson.

2. The *new words* which are indicated in the manual for each lesson are those which do not occur with great frequency in current method primers and first readers and which have not appeared in earlier lessons in this book. They are printed in the directions to aid the teacher in anticipating and locating probable vocabulary difficulties which may interfere with the accurate understanding of the lesson. Many of these words, however, will be known to children, from other reading assumed to have been done. Many words are phonetic and can be pronounced by children who have had phonetic training.

3. The lessons need not necessarily be taught in the order in which they occur.

4. These directions aim to cover all classes of primary schools, both those equipped with modern accessories, such as copying devices etc., and those practically devoid of equipment. It follows that at several points an alternative method of treatment is given. It is strongly advised, however, that at least a medium-sized, serviceable hektograph should become a part of the equipment of every primary grade.

MANUAL OF DIRECTIONS

THINGS TO TELL (PAGE 11)

New Words: telephone, number

The Lesson

The teacher may introduce the lesson by saying, "These are questions which people often ask you about yourself. See how many of the questions you can answer." As the children study, the teacher may move among them, telling them any words which they do not know. These words should be noted by the teacher and used for the word-study period later in the day. Children should be discouraged from asking for words which they can easily get for themselves, either from the context or by sounding them. Children should not be allowed to read the questions orally. They should read silently and respond by answering the questions. These sentences may be printed also on cards, used as flash-card material, and then saved for review purposes.

Questions on this page may be handled in another way. Children may be given an opportunity to study in preparation for an oral report. Data given by each child would be in the form of an oral composition like the following:

"My name is John Doe. I am seven years old. I live at 423 North Street. My telephone number is Central 618 (or, I have no telephone number). I have one brother but no sister," etc.

The teacher may take down the data as given by each child, and then hand the child his data card, asking him to see whether it is correct. For this purpose some questions may be omitted.

LEARN TO STUDY READERS. BOOK ONE

HOW TO MARK YOUR PLACE (Pages 12–13)

New Words: mark, narrow, ribbon, pencil, break, ugly, wrong

Introduction

The following setting might be given for this exercise. "Children, we are going to read the lesson on page 12 today. Find that page, then lay your book aside, but do not lose the place." This necessitates using something for a bookmark. A discussion should follow as to what different pupils use for bookmarks, also a discussion of other things which the children have seen used for bookmarks. Simple sentences could be put on the board indicating the way in which places are marked; for example:

Some pupils turn down a leaf.
John puts a pencil in the place, etc.

The Lesson

The children then open their books and read to see which of these ways are good. The teacher checks off the others from the board.

Review Test Exercise

The teacher tells the children to look for these things. The children may either read or tell the answers.

Find a sentence which tells:

1. What should be used to mark your place in a book.
2. A way in which you should not mark a book.
3. What would happen if you placed a pencil in your book.
4. How a book looks that is not properly used.

Suggestions as to Further Incidental or Supplementary Activities

Children might make bookmarks with which to mark books in the future. Teacher could show samples. Children may be led to suggest others.

The teacher may use children's actual methods of handling books as a point of departure. Illustration: "John, how does it happen that the corners of your book are so curly? My book is not like that. Who has a book with nice flat corners? Can you tell John what to do to keep the corners of his book flat?" Similar discussions could arise from marked or creased pages and other evidences of bad treatment of books. Another lesson (pp. 30–31) will help to fix habits and recall this lesson.

DO YOU KNOW HOW TO KEEP A BOOK CLEAN?

(PAGE 14)

New Word: thumb

The Lesson

The teacher could introduce the lesson by showing two books, —one new and neat; the other old, dirty, and torn. A discussion might follow as to what made the one look so old. The children could then give rules telling how to keep a book clean. The teacher should write them on the board. Then she could say, "This book has six rules about how to keep a book clean. Who can find the first rule? Do we have one on the board which means the same?" So on with all six rules.

Test Exercise

1. Find the rule which is about marking in books.
2. Find the rule which is about turning pages.
3. Find the rule which is about wet hands.
4. Find the rule which is about clean hands.
5. Find the rule which is about the place to put a book.
6. Find the rule which is about eating while you read.

Close your eyes and try to remember the six rules.

TELL WHAT YOU COULD DO (Page 15)

New Words: fox, doctor

Introduction

This lesson stimulates a thoughtful attitude toward reading by requiring not the pronunciation of the words on the page, but a response that shows whether or not the child knows what the words really mean.

Introduce the lesson by writing on the board this request: "Tell what you could do if you were a cat." Let the children see that you wish the right response, not the oral reading of the request. Then say, "I am going to write the names of three animals, like this:

Tell what you could do if you were

1. A cat
2. A pig
3. A horse

"Who can answer number 1? number 2? number 3?"

Erase these three simple words and write instead *soldier*, *teacher*, *child*. "Who can answer these?"

"Now find page 15 in your reader. Can you study your lesson well enough to tell all these sixteen things? Think of as many different answers for each as you can."

In the following recitation the lesson should begin as a test and develop into a speed drill. Have a pupil give, in one word each, the answers to the first four exercises. Have another pupil give the answers to the next four exercises, etc. Go through the exercises a second time, one at a time, encouraging as many different answers as possible. For example, for the first, *a baby*, a pupil might give *cry*, *eat*, *laugh*, etc.

Now turn the lesson into a speed drill. One way to do this is to race pupils in pairs, calling the number of each exercise. The pupil who answers first wins; the other pupil goes to his seat. As a second exercise, time each pupil as he gives the responses to all the items. Responses may be given thus: (1) *cry*, (2) *bite*, etc. The rest of the class will hold up their hands if a mistake is made. This lesson should be reviewed several times as a speed exercise.

Review Exercises

For further drill or review, the responses could be printed on flash cards and placed in the chalk tray. Children could be assigned a numbered topic and match the printed response with the number. The procedure may be explained as follows:

"Edith, you may be number 10. Look at number ten in your book. Go to the board and find the card that tells what you can do."

Variations of this exercise suggest themselves, but should not be used if they are not needed or enjoyed.

HOW TO TAKE CARE OF A DOG (PAGES 16–25)

New Words

Pages 16–18: plenty, fleas, wash, lazy, easily, police, biscuit, vegetables, scraps, cost, bones, puppy, months, also, dish

Pages 19–20: pure, pan, thirsty, dirty

Pages 20–21: diseases, spoonful, castor oil, pet, muzzle, tied, tears, cloth, medicine, licks

Pages 22–23: porch, course, carpet, perhaps, straw, soap, dust, powder, drug store

Pages 24–25: least, careful, several, fault, habits, kick, strike, whip, punished

Introduction

Introduce this lesson by asking, "How many of you have a dog?" Make a list of the kinds of dogs which the children know. Bring out the many things dogs do for us. Develop the idea that people should not have dogs unless they know how to treat them. Ask, "What are some of the things which we must do for our dogs?"

The Lesson

Ask the pupils to open their books at page 16. Say, "What is the lesson about? This lesson tells you seven things which you need to know about your dog. What is the first thing the book says you should know? the second? etc. Which of these things do you know the most about? Which ones do you know very little about? Tomorrow we shall read and find out how to feed a dog."

Pages 17–18

Say to the children, "You may think that you know how to feed your dog. Let us read to see if you do." Stimulate the reading, paragraph after paragraph, by such questions as "Is it best to make your dog as fat as you can? Why isn't it good for a dog to be too fat? Can you find three words which tell what may happen to dogs that are too fat? Where is there a picture of a dog that is just fat enough?

"Does the book say that most dogs eat too little? How many meals a day should an old dog eat? How often should he have meat? What should he have for his other meal? Should he have as much meat as vegetables?

"Why is it a good thing to feed him scraps from the table? What should you not feed to your dog? Should a puppy be fed only twice a day? How old should a puppy be before he should eat meat? What may a puppy eat? What kind of dish should

your dog eat from? Can you find two words which tell what you should do with food that he leaves? Should you leave food where he can come and eat whenever he wishes? Why not? What do you think are the most important things we have learned about feeding a dog?

"Let us now have someone read aloud all that the book tells us about feeding dogs. We will listen to see if we remembered to name them all."

Test Exercises covering Pages 17–18

These exercises may be written on the board, printed on cards, or put on hektographed sheets. These may be used as speed exercises, children racing to give the answers. Many more sentences illustrating each type of exercise should be made, particularly if the material seems difficult and needs reviewing.

COMPLETION SENTENCES

1. A puppy should not eat meat until he is —— months old.
2. An old dog needs only —— meals a day.
3. A fat dog is likely to be ——.

DIRECT QUESTION

1. How many meals should an old dog have a day?
2. What should you not feed to a dog?
3. What is good for a puppy to eat?

YES AND NO

1. Should a dog be very fat?
2. Should a puppy drink milk?
3. Do scraps from the table make good food for dogs?

Such exercises are of great value in developing good eye movement and speed of comprehension, and in reducing lip reading.

Remaining Lessons (pages 19–25)

Continue in a similar way for the remaining six problems. Deal with each problem separately. *First*, get an attitude of interest by discussing the problem without the book, letting the children tell their experiences freely. *Second*, stimulate the reading by asking questions, paragraph by paragraph. *Third*, summarize by trying to give all the important things learned about that one problem. *Fourth*, use review exercises for checking up comprehension and developing speed.

Test Exercise covering Entire Lesson on the Dog. (To be given *again* after one month has elapsed)

These questions may be hektographed and a copy given to each child. If this is impossible, have each child number a page from 1 to 35. This page can be prepared as an exercise during the number-work period. The test questions can be written on the board. As the teacher points to each question, by number, the children can write "Yes" or "No," or use a plus or minus sign. If the hektographed sheet is used, children should draw a line under the right answer.

1. Would you give a young puppy meat?	Yes	No
2. Would you give a puppy vegetables?	Yes	No
3. Is milk good for puppies?	Yes	No
4. Are chicken bones good for a dog?	Yes	No
5. Should an old dog have three meals a day?	Yes	No
6. Should a dog eat between meals?	Yes	No
7. Should a dog have water between meals?	Yes	No
8. Is bread good for dogs?	Yes	No
9. Should dogs have meat at every meal?	Yes	No
10. Do dogs get sick from eating too much?	Yes	No
11. Do dogs ever catch diseases?	Yes	No

12. Is castor oil good dog medicine? Yes No
13. Do dogs ever need a doctor? Yes No
14. Should a dog's wound be cleaned? Yes No
15. Should a dog be scolded when he is hurt? Yes No
16. Should a dog ever be muzzled? Yes No
17. Does straw make a good bed for dogs? Yes No
18. Should a dog have a warm place to sleep in winter? Yes No
19. Should dogs sleep outdoors in summer? Yes No
20. Do dogs ever have fleas? Yes No
21. Is there a powder that kills fleas? Yes No
22. Can you get this powder at the drug store? Yes No
23. Must a dog have a bath every day? Yes No
24. Should his feet be washed first? Yes No
25. Should dogs be bathed in winter? Yes No
26. Should a dog be bathed with hot water? Yes No
27. Do dogs like to get water in their ears? Yes No
28. Does soap hurt a dog's eyes? Yes No
29. Should a dog be dried after his bath? Yes No
30. Should a dog be kept in the house after a bath? Yes No
31. Do dogs ever catch cold after a bath? Yes No
32. Should you ever kick a dog? Yes No
33. Can dogs be punished kindly? Yes No
34. Can a dog be trained to mind? Yes No
35. Should you shout at your dog? Yes No

Additional Supplementary Activities

Suggest that children bring from home pictures of dogs. Make a community booklet showing as many different kinds of dogs as possible.

Make a dog scrapbook at home or at school, using pictures of dogs taken from old magazines. (See a copy of the *National*

Geographic Magazine for March, 1919, showing pictures of dogs.) Tell children to ask at the library for a book of dog stories. Have them ask for a book or magazine with pictures of dogs. Caution them not to cut pictures from borrowed books.

RIDDLES (Pages 26–27)

New Words: riddles, roof, windows, bathe, tail, bow-wow, brave

Introduction

Introduce this lesson by giving a simple riddle similar to those in this lesson. The children guess. After several answers have been given, ask the children to try to find some riddles in this book. Children will have difficulty in finding them. This offers an opportunity to teach the use of the table of contents.

Tell children where the table of contents is located. Have them find it. Ask, "What is the name of the first lesson in the table of contents?" Some child reads it orally. "What is the name of the second lesson?" Have it read. "The third?" etc. When you come to the lesson called "Riddles," show the children how to find the page on which the lesson is given. "Turn to that page."

The Lesson

Have each child read the first riddle silently. Show the children how far to read. Do not allow oral reading. Ask, "Who can guess the first riddle?" Continue in this way with each riddle.

Test Exercise

The answers to the riddles could be printed on cards or written on the board. As the teacher points to a word (for example, *water*) the children find or read the riddle which it answers.

Suggestions for Related Activities

Children may make up riddles orally. The teacher should write the best of them on the board. Other children guess the answers.

WHEN PEOPLE COME TO OUR HOUSE (Pages 28–29)

New Words: doorbell, rings, quickly, save

Introduction

Introduce the lesson by a discussion, using such questions as these: How do we know when someone is at our door? When we hear the doorbell, what do we do? Do you answer the doorbell to help mother? What do you say when you open the door?

The Lesson

"This is a lesson about how to answer the doorbell. We shall play it. Read to find out who will be needed to play it." As children read and find different characters, the teacher will indicate these characters by a phrase on the board, such as:

Child to open the door
Caller
The doctor
The lady who lives next door
A little girl I had never seen before
A man who wanted to sell some books

Beside each of these phrases the teacher writes the name of a child, and the children respond by playing the appropriate part.

Test Exercise

The teacher may read these questions orally or may have them on flash cards. The children find and read the answers quickly.

1. What do you do when the doorbell rings?
2. What do you say to the caller?
3. What do you get for the caller?
4. Who were some of the people who rang the doorbell?
5. Does mother like to have you answer the bell?
6. Does it help mother?

Caution

In some cities it is rather dangerous for children to open the door to strangers. For this reason many parents do not wish to have children answer the bell. It should be emphasized with children that they must never open the door if their parents object.

HOW TO OPEN A BOOK (Pages 30–31)

New Words: together, lie, flat, press, until, broken, loose

Introduction

Before teaching this selection, show the children a book with broken binding and loose pages and cover. Discuss what caused this condition. Show a new book. Call attention to its firm binding, etc. Ask children if they know how to open a new book so that the binding will not be injured.

The Lesson

"The lesson on pages 30 and 31 tells us how to open a new book. What is the first thing that it says to do? Show me on this new book that I have. What is the next thing? Come and show me what to do next." Keep this up until all the things have been done. As review, one child may read the directions to the other children while they follow his directions for opening their own books. This gives the child who is reading a real audience.

In order that this shall be a real and remembered lesson on the care of books, it should be recalled whenever new books are opened. On such a review occasion it may be well to have children outline from memory the steps listed and then refer to pages 30–31 to see whether the outline is complete and correct.

The outline may be left on the board for a time to impress the lesson upon the pupils and to remind them of the suggestions. Let the children suggest a heading for the outline.

Suggested Outline

1. Hold pages together.
2. Lay covers flat.
3. Open a few pages at the front.
4. Press them down.
5. Open a few back pages.
6. Press them down.
7. Do 3 and 4, 5 and 6 until all the pages have been pressed down.
8. Start again and do all these things several times.

Test Exercise

1. Find a sentence which says something about the pages of the book. If more than one is found, read them all.
2. Find a sentence which says something about the covers.
3. Find a sentence which says something about a new book.
4. Find a sentence which says something about children.
5. Find a sentence which says something about the back of a book.
6. Find a sentence about the leaves of a book.

This exercise is chiefly valuable as a skimming exercise where the child has one word to look for.

CAN YOU TELL WHAT IT IS? (Page 32)

New Words: dries, roads, moves, windmills

Introduction

Introduce this lesson by putting these six words on the board: *sun, wind, rain, snow, cloud, moon.*

The Lesson

Have children turn to page 32 and find the same words. Say, "Read these questions and see if you can answer every one of them. Each word at the top of the page is an answer to a question. Study so well that you can answer all the questions in one minute."

Review Exercises

1. This may be used as a flash-card game to increase the perception span, also to improve comprehension. These sentences may be printed on cards and exposed one at a time. They should be read silently and only the answer given orally.

What shines by day?
What shines at night?
What waters the fields?
What hides the sun?
What moves the clouds?
What melts the snow?
What sets in the west?
What turns windmills?
What dries the clothes?
What gives light?
What makes the sky gray?
What sails the kites?
What makes the ground white?

If these questions are used on the blackboard or on a wall chart, they should be numbered. Instead of beginning at the top and working down, thus enabling some children to short-circuit the exercise by remembering the answers in order, it is well to call numbers in changed order.

2. The teacher may give the word *sun*. The children should find phrases which are answered by that word,—for example, *melts the snow*, etc.

TELEPHONE (Pages 33–34)

New Words: receiver, hook, message, remember, neatly

Introduction

The following discussion could be carried on with the children: "How can you talk to your mother without going home? Did you ever talk over the telephone?" Discuss the proper way of using a telephone. (Use a toy telephone.) Using this toy telephone will offer an excellent opportunity to review such words as *telephone*, *receiver*, *hook*, etc. Say, "The next lesson tells us how to answer the telephone. We are going to use this toy telephone and play we are answering the telephone."

The Lesson

"Read the first page and tell me what people we shall need to play this." From here on proceed as in the selection on answering the doorbell. (Note. The children should be told that many people prefer to answer the telephone by saying, "This is Mr. ——'s residence, or Mr. —— speaking," rather than by saying "Hello.")

Children should read the second page and find how many are needed to play that. Proceed as before.

Test Exercise

These completion sentences may be put on the board or hektographed and given out to the children. Children should have their books and be allowed to refer to them and re-read if they cannot get the answers without so doing.

1. I can answer the ——.
2. I help mother and —— in this way.
3. After the bell rings I take the —— off the hook.
4. Someone may wish to —— to my mother.
5. Someone may wish to —— to my father.
6. If someone gives me a message I try to —— it.
7. I give the —— to my mother.
8. If someone leaves a number, I write it on a —— of paper.

Organization Exercise

This exercise is a first step toward teaching the child to organize what he reads; that is, to choose related materials and group them under one heading. The children's efforts will be very crude at first, but should be commended.

Say, "This lesson tells five things to do in answering the telephone. I will write these five things on the board. See if you can read them all." Write:

This lesson tells you what to do

1. When the bell rings
2. When someone asks for your mother
3. When someone asks for your father
4. When your mother is not at home
5. When someone leaves a number

Allow the children to read silently again to be sure that they can tell what to do in each of these five cases.

CAN YOU FINISH THESE SENTENCES? (Page 35)

New Words: finish, sentences, sour, word, belongs, blanks, lemon, iron, sugar, knife

The Lesson

Ask, "Who can tell me the name of something which is ——?" (writing *sour* on the board). "Who can tell me something which is ——?" (writing *little* on the board). Proceed in this way for all the twelve words on page 35 of the reader. Review by pointing quickly to a word and having children give one word in response; for example, teacher points to *sharp*, and children say *knife*, *scissors*, *sword*, etc. Then turn to the page in the reader. The children read only the word which belongs in the blank.

Suggested Test

This exercise may be used to measure the child's ability to differentiate similar words. On the blackboard or on a sheet of paper are the following incomplete sentences. The child is given three or four words on word cards, or the cards may be set on the chalk tray. The children are told to select the appropriate ending in each case. These words are carefully chosen to cover the elements of similarity which are likely to give difficulty.

A lemon is	*sorry*	*sore*	*sour*	*sweet*
Sugar is	*sweep*	*sweet*	*sour*	*sweat*
Snow is	*with*	*while*	*which*	*white*
Ice is	*called*	*could*	*cold*	*card*
Cows give us	*meal*	*mill*	*milk*	*miles*
Birds build	*most*	*nest*	*nets*	*nests*
Stars shine at	*might*	*right*	*night*	*neat*
An old woman bought a	*big*	*pigs*	*pig*	*dig*
I love my mother and	*farther*	*faster*	*father*	*feather*

This test should be used with pupils who have difficulty in word recognition. When a child selects the wrong word the teacher should read the sentence, using the word which the child has selected, and lead him to see his mistake. The child is thus confronted (1) with a realization of a need of accurate perception and (2) with a meaningful problem which focuses his attention and gives him corrective practice.

AUTUMN (Pages 36–38)

New Words: autumn, golden, pumpkins, later, earlier, animals, storing, spinning, cocoons

Introduction

If this selection is read in the autumn, the teacher might discuss the appearance of the leaves, the grass, etc. If it is not read in the autumn, a picture of autumn will serve the purpose. Ask, "What do we call the season when the leaves begin to fall?" Bring out the fact that either term, *autumn* or *fall*, is used. Get the children to try to tell why we call autumn *fall*. Have the children name the seasons. Have them tell what different seasons bring us. If possible, show pictures illustrating each season and let the children tell which season is represented. Call for further signs of autumn. As the children give other signs, such as falling leaves, ripe nuts, birds going away, boys playing football, etc., the teacher may write these on the board. After many signs have been given, ask the children to pick out all the signs that have anything to do with plants. Put these on the board like this:

How plants show us:

By falling leaves
By ripe nuts, etc.

Do this for each topic. This is an excellent exercise in developing the child's ability to organize what he reads. Then take up the reader.

The Lesson

Tell the children that this lesson tells them about the signs of autumn. "Read the first page and see if you can find anything to add to what we have on the board." As children find things, add them. Proceed in this way with each topic.

Test Exercises (with books open)

1. "Put your finger on a word that describes the leaves, the nuts, the grass, the pumpkins, the days and nights, the coats of the animals, the corn, the clothes."

2. *A game to be played.* The teacher or a child says, "Find a sentence about *grass*." The children locate it with their eyes and one pupil is called upon to read the sentence. Some children will find more than one sentence on a topic. Encourage this. The following is a list of the possible sentence topics in altered order:

plants	flowers	pumpkins	sun
days	animals	nuts	leaves
squirrels	boys	cocoons	people
buds	mother	clothes	farmer
nights	corn	children	grass

COMPLETION SENTENCES

We know that autumn is here because

1. The —— are ripe.
2. The golden —— are in the ——.
3. The sun does not rise so ——.
4. Caterpillars are spinning ——.

5. —— are going to school.
6. Squirrels are storing —— for the winter.
7. The birds are flying ——.
8. —— is making —— clothes for the children.

Suggested Activities

These may precede or follow the reading of the selection in the book. With a slow class, or with pupils of limited experiences and interests, it is well to cultivate a favorable attitude, to call up the requisite vocabulary, and to bring to mind these related experiences *before* the material in the book is read. With superior classes it is often possible to omit some preliminaries. It is always well, however, to provide interesting experiences related to the reading selection. Worth-while interests can and should be cultivated. The attitudes thus fostered are often more educative and productive than instruction itself.

Take the children to a park or to the woods, or, if this is impossible, take them for a walk. Lead them to notice the signs of autumn. Let them collect fallen leaves, nuts, seeds, cocoons, or other signs of autumn.

Show them how to press autumn leaves.

Read appropriate poetry to the class.

Keep a wall chart entitled *Signs of Autumn.*

Let the children draw autumn pictures.

After certain collections have been made, incidental reading lessons on the board such as this may be given:

We now have
seeds that fly
seeds that are good to eat (nuts)
seeds that roll
seeds that are hidden in fruit
seeds that burst or explode

WHAT ANIMALS DO YOU KNOW? (PAGE 39)

New Words: trunk, horns, bushy, curly, wool, hoofs, tame, wild

Introduction

Pictures of different animals may be mounted and set up on the chalk tray. Have children find the right picture as the name of each animal is written on the board. As the names of the animals are erased the children may tell some characteristic thing about each, such as *it gives us milk* or *it has a trunk* or *it is a wild animal*, etc. Children are now ready for the lesson in the reader.

Matching Exercise for Seat Work

The following divided sentences may be put on small cards, and the cards shuffled. Children are told to make true sentences by matching the cards. These sentences may be numbered and put on the board with the endings shuffled. The teacher calls a number. A child runs to the board and points out the correct ending.

The elephant	has a trunk
Cows	have horns
The squirrel	has a bushy tail
The pig	has a curly tail
The rabbit	has pink eyes
The swan (or giraffe)	has a long neck
The sheep	gives us wool
The cow	gives us milk
Horses	pull wagons
The dog	drives the sheep
Horses	have hoofs
The elephant	is the largest animal
The monkey	has hands and feet

THE RED-HEADED WOODPECKER (Pages 40–45)

New Words

Pages 40–41: woodpecker, insects, harm, hunt, limbs, tap, crawling, bill, drag

Pages 42–43: board, fence, crack, post, beetles, grasshoppers, climb, toes, cling, feathers, brace

Pages 44–45: young, beak, chisel, tongue, barbs, spear, gentle, rat-a-tat-tat

Introduction

A large colored picture of the red-headed woodpecker should be at hand. (These pictures can be procured from the National Association of Audubon Societies, 1974 Broadway, New York City, at 2 cents each.) Children should be questioned to find any interesting facts they know about woodpeckers.

The Lesson (pages 40–41)

Turn to the selection in the reader. Let the children read through the first two pages silently. The reading should be stimulated by such questions as What is the color of the woodpecker? What does the woodpecker eat? How does the woodpecker find his food? How does the woodpecker help us?

Review Exercises covering First Two Pages

Directions to the children: Put true endings on these sentences. Study until you can say the endings as if they were printed.

These sentences may be written on the board or hektographed and given to each child. Encourage the children to turn to the story and re-read if they cannot answer the questions.

1. This woodpecker's head is ——.
2. His back is ——.

3. Part of his tail is snow ——.
4. The rest of his tail is ——.
5. Parts of his wings are ——.
6. This bird is of three ——.
7. The colors are ——, ——, and ——.
8. This woodpecker is called the —— ——.
9. This bird eats ——.
10. This woodpecker helps the ——.

These sentences, with other similar ones covering the entire selection, may be used as seat work. Each pupil is supplied with a sheet containing all the beginnings, and an envelope containing all the endings on separate cards. A few additional ending cards should be added, such as words similar in form but different in meaning,—for instance, *back* because it is similar to *black* (No. 4); *bees* because it is similar to *trees* (No. 10).

A few sensible but false endings should be included,—for instance: *blue, gray* (No. 7); *flies* (No. 9). Children may race with each other. Let all start at the same time, and see how many endings they can place correctly within a certain time limit. The teacher may prepare a score card as follows:

1	red
2	black
3	white
4	black
5	black (or white)
6	colors etc.

After the papers are scored the cards can be replaced in envelopes and used again. This type of seat work often takes care of individual cases which need some special type of work.

The Lesson (pages 42–43)

To stimulate the silent reading of this selection say, "What do woodpeckers do for food when snow and sleet cover everything? What do some of the other animals do for food in the winter? Do woodpeckers store food for winter? Read page 42 and find out." Discuss what is found.

"Have you ever seen a woodpecker run up a tree? How can he do it so easily?" Discuss this. "Read page 43 to see what he has to help him."

Test Exercise

YES OR NO EXERCISE

1. Does a woodpecker store away food?
2. Does a woodpecker store food under the bark of a tree?
3. Does a woodpecker store food in the ground?
4. Does a woodpecker eat beetles?
5. Does a woodpecker like grasshoppers?
6. Does it take many grasshoppers to make a good dinner for the woodpecker?
7. Can a woodpecker climb a tree?
8. Do all the toes of the woodpecker point up when he climbs?
9. Does the woodpecker's tail help him to climb?
10. Does the woodpecker brace himself with his tail as he climbs?

The Lesson (pages 44–45)

To stimulate reading say, "Does a woodpecker have hands? Does the woodpecker need hands? Read silently page 44 to find the answer. Have you ever seen baby woodpeckers? Do they look like the father and mother woodpeckers? Can they do all the things that the father and mother can? Read page 45 to find the answer." Discuss this.

Test Exercise. (The teacher reads these sentences; the children find and read the answers from the text)

1. Find a sentence which tells three things which a woodpecker has to do.
2. Find a sentence which tells what he uses for a hand.
3. Find a sentence which tells what he has for a nest.
4. Find a sentence which tells for what he uses his tongue.
5. Find sentences which tell what the baby birds have to learn.
6. Find a sentence which tells one way in which the baby birds are different from the father and mother birds.

Review Exercises covering the Entire Selection

A Question and Answer Game

The teacher or a pupil calls a number. The other pupils read the proper question silently and one child answers orally. If this is used as a game, the child who gives a correct answer may be allowed to call the next number. Do not permit oral reading of the questions; put the questions on the board or on hektographed sheets. The main purpose is to test the child's ability to read the question rather than to give the answer. Giving the correct answer is a matter of memory.

1. What color is this woodpecker's head?
2. Is his tail red?
3. Does he harm the trees?
4. Can he climb trees?
5. What does he eat?
6. What sound does he make?
7. Is his nest made of mud?
8. Where is his nest?
9. Is his tongue like yours?

10. Does he have hands?
11. How many toes has he?
12. Does his tail help him to climb?
13. Do the baby woodpeckers have red heads?
14. What must baby woodpeckers learn?

If a child responds incorrectly, the teacher should question him to discover the cause of the wrong response.

Action Sentences as Review

The following exercise may be used as group work or with slow individuals. Sentences are written on the board one at a time, or exposed from under a curtain in the same way. Interest will be added if the teacher gives the child a point or a credit whenever he performs the appropriate action.

The children are to read silently and do what the sentence says. No words need be spoken.

1. Take out the book that tells about woodpeckers.
2. Show me a woodpecker climbing a tree.
3. Point to the part of his body which helps him to brace himself as he climbs.
4. Find another picture of a woodpecker climbing up a tree.
5. Point to a part of the woodpecker which is red.
6. Find a picture of his tongue.
7. Point to the barbs on his tongue.
8. Find a picture of his bill.
9. Find a picture of an insect which the woodpecker likes to eat.
10. Find the picture of the baby woodpeckers.
11. Count the baby woodpeckers.
12. Close your book.
13. Put it away.

14. Take out a sheet of paper.
15. Put your name on the top of the paper.
16. Draw a picture to show something about woodpeckers.

Suggested Activities

In the library ask for a book with bird pictures in it and try to find a picture of the red-headed woodpecker.

Put out some food for the birds.

Look for woodpeckers when you hear their rat-a-tat-tat.

ONE WAY TO GROW HEALTHY (Pages 46–47)

New Words: healthy, rather, drank, teacher, sugar, lime, quite, strength

Introduction

Say, "How many of you drink milk every day? I am going to put your names over here in a corner of the blackboard. Tomorrow, before we read, you are going to tell me how many glasses of milk each of you drank today." Have the milk roll call the next day just before beginning the lesson. (Care should be taken not to offend or call undue attention to any child who may not have been able to get the milk to drink.)

The Lesson

Say, "Why do we all try to drink milk every day? Isn't some other food just as good for us? Let us read the lesson on page 46 and find out why milk is so good for us." As questions occur in the actual reading material of the text allow the children to answer them. Stimulate the reading by these questions: Why do these two boys in the picture look so different from each other? Does milk have more than one kind of food in it? (Write

different kinds on the board as they are given.) What does the sugar in milk do for you? What does the fat do for you? What does the lime do for you? How much milk should you drink a day? (These questions should be asked before each paragraph is read so that the child will have a purpose in his reading.)

Test Exercise

The content of reading selections of this sort is so worth while that it should be not only read but borne in mind. In order to impress the ideas on children's minds, the content and related experiences should be discussed.

The following is an exercise to give the children ability in deciding what questions the material answers. The teacher writes this question on the board, "Why do we drink so much milk?" The children can now answer it. Then ask which of them can make up a question. Commend any effort, however crude. If children give questions not answered by the material, have them look for the answers and they will soon see that the answers are not there. Write each question on the board as it is given. Permit the children to use their books in getting questions ready.

Related Activities

Let each child make a poster or picture to accompany one of the following slogans:

Drink four glasses of milk every day.
Have you had enough milk today?
One quart bottle will fill your glass four times.
Drink more milk.
This will make you strong and healthy.
This will make you grow.
One way to grow healthy.

If children are told exactly what to draw, the values of this exercise are changed. Additional reading values may be secured at the expense of initiative and free expression by expanding the suggestions for drawing and using them as direction exercises as follows:

Draw a picture of a bottle of milk on a table.
Draw a boy drinking milk. Below the picture print this:

DRINK MORE MILK

CAN YOU GUESS THESE RIDDLES? (Pages 48–49)

New Words: riddles, shell, roof, study, core, vine, bank

Introduction

Children will probably need no preliminary work for these riddles. However, if the teacher feels that they do, an introduction similar to that for pages 26–27 may be used (see page 10 of the manual).

Suggestions concerning Riddles

When children make wrong guesses, it is usually because they have left out one or more of the clues and based their answer on a single quality. This tendency is exhibited by children who jump at conclusions in other connections. The same children are often incapable of prolonged attention, careful planning, and patient endeavor. This tendency, uncorrected, leads to faulty and partial comprehension, snatching at shreds of meaning without realizing the relationships between ideas. Later this tendency is likely to manifest itself in the reading and solving of problems. It is important to make pupils aware of such tendencies and of the necessity of taking modifiers into account and relating ideas

properly. Relational comprehension is an important factor in thoughtful reading or study, and conditions the assimilation of ideas.

Suppose a child reads, "I am round," skips the following sentences in the riddle, or reads them and then says, "I am a circle." He needs to learn to withhold his reply until he has gathered all the clues or data.

Suppose he reads: "I grow on a tree. I have a shell. Squirrels eat me," and then guesses, "Eggs." The teacher should say, "Why do you think so?" The child will usually give a single clue or condition upon which he has based his reply. The teacher should then call attention to the other factors and lead the child to incorporate them in his guess.

Much of the difficulty which children have in guessing these riddles is due to the fact that they think of reading as word-calling. The words leave no vivid and meaningful impression. This is indicative of an undue emphasis on the mechanics of word recognition.

The child who simply cannot or does not guess is perhaps timid or has not had opportunity to develop initiative.

Related Activities

Children should be given an opportunity to make riddles of this sort. As they make them the teacher may write them on the board. All the children can then read and guess them.

The children or the teacher may make riddles. They may be written on papers and later handed out to different children to read silently. As each child guesses his, he may go to the board and illustrate the answer. The other children listen while he reads and then decide whether he has guessed right.

WATER (Pages 50–58)

New Words

Pages 50–51: firemen, engine, fasten, hose, hydrant, burning, enough
Pages 52–53: scarce, sack, leather, bottom
Pages 54–55: travel, ocean, wheel, pushes, against, logs, lumber
Pages 56–57: factories, sawdust, melt, dishes, cities, sidewalks
Page 58: wade, use, rubbing, shore.

Introduction

In a city this lesson should, if possible, be preceded by an excursion to a fire station or at least to a neighboring water hydrant. If this is impossible, pictures of a fire engine on the way to a fire should be shown. Discuss the location of the hydrant, where the water supply comes from, and the necessity of having water for fire protection. Give the children a few minutes in which to think of as many reasons as they can for our needing water, or assign it as a problem to be thought about until the next day.

The Lesson (pages 50–51)

Ask the children for the reasons which they have thought of. Write these on the board. "Read the first two pages and see if any of these reasons are told. Which ones are told?"

Test Exercise

Reading to prove a point.

Put these questions on the board, telling the children to answer them and prove that they are right.

1. Does the book tell where the firemen fasten the hose?
2. Does the book say that most people drink too much water?

3. Does water help put out fires?
4. Could we live without water?
5. Does the book say that milk has water in it?
6. Is water good for you?
7. Does the book say that animals do not need water?

Pages 52–53

Before beginning the reading of these pages, review the needs that we have for water. Put them on the board again.

Stimulate the reading of these pages by such questions as Do people everywhere have all the water they need? Does water ever cost anything? How does the man in the picture carry water to the people? What need of water does page 53 tell us about? Does every country get all the rain that it needs?

Test Exercise

Find these sentences. (Teacher reads, children look for sentence and read it when found.)

1. One which says that some countries do not have all the water they need.
2. One which tells what people do in countries where water is hard to get.
3. One which tells what the water carrier's sack is made of.
4. One which tells what happens to plants where there is not enough rain.
5. One which tells what the picture at the top of page 53 is about.
6. One which tells what the picture at the bottom of page 53 is about.

Pages 54–55

Put the list of uses for water on the board again. Have the children cross off the ones they have read about so far. Show a large

picture of a boat or a ship. Say, "I know a use for water which you have not told me about" (if this was not mentioned). "I wonder if our book tells us about this use. You may look and see." If possible, have pictures illustrating an ocean, a lake, and a river. "Who can read and find out where the large ships sail? Come and show us on these pictures. Find where the small boats sail. On page 55 we can read about another use of water. How can water make a wheel turn? How many of you have ever seen a water wheel? Do all mills grind corn?"

Test Exercise

"In each of these groups of riming words, tell which one was in the lesson about water." (The teacher writes the three words of a group on the board. The child must be able to say the three in order to choose the one which pertains to the lesson.)

1.	coat	boat	note
2.	trips	lips	ships
3.	bakes	lakes	stakes
4.	wheel	peel	kneel
5.	fill	sill	mill
6.	born	corn	morn
7.	found	ground	pound

Pages 56–58

These pages may be used to develop the ability to get the main point from what is read.

Say, "The rest of the lesson about water tells us four things that water is useful for. Read it carefully, and when you can tell the four things come and whisper them to me." As each child gets the four points, allow him to take paper and crayons and do this: "Draw pictures of five things that could not live without water."

Test Exercise

Completion sentences, to be written on the board or hektographed. Let the children study the sentences through first and then read them orally, putting in words to complete the meaning. Turn back to the text if necessary.

1. Ice is frozen ——.
2. Ice helps to keep our food ——.
3. Ice is sometimes made in ——.
4. —— helps to keep ice from melting.
5. The —— brings ice to our homes.
6. Water helps us to keep ——.
7. We need water to —— in.
8. We wash our clothes in ——.
9. The city uses water when it washes the ——.
10. Children like to —— in the water.
11. Water makes sand out of ——.
12. Children play in the ——.

Review of the Entire Selection

The longer selections in this book are broken up into smaller units which can be handled separately, but each large unit should be reviewed as a whole. They offer an excellent opportunity to teach children to organize, to sum up what is read, and to skim.

SKIMMING LESSON

(Teacher reads, children turn rapidly to parts. They do not need to read them, only find them.)

1. Put your finger on the part (or paragraph) which tells about the use of water to drink.
2. Find a page which has a sentence on it about making ice.
3. Point to the part which tells about the firemen using water.

4. Point to the part which tells about water coming as rain.
5. Find a part which tells about men who sell water to the people to drink.
6. Find the part which tells about using water as a road to travel on.
7. Point to the part which tells about cutting ice from rivers.
8. Point to the part which tells about water turning mill wheels to saw logs.

(Insist on the exact paragraph, not merely the page which has the picture on it.)

Related Activities

1. Draw pictures to show how useful water is to us.
2. Draw pictures of things which could not live without water.
3. If the weather is cold enough, have children set out a pan of water to freeze, to show expansion.
4. Think of all the ways in which you have used water today.

WHAT YOU SHOULD DO (Page 59)

New Words: sneeze, track, visitors

Introduction

Any little incident which occurs in the schoolroom or on the playground, etc., may serve as the immediate background for a discussion leading up to this lesson. For example, a child may push his way through a door ahead of someone, or sneeze without using his handkerchief, or perform some duty about the room incorrectly. Later in the day, without calling attention to any child, the teacher may relate the incident and ask the children how it should have been done. This will lead to a discussion arousing interest in page 59.

The Lesson

Tell the children that you are going to have everyone make a report about what to do when certain things happen. Have them read all the questions through and decide which of them they could not answer very well. After each child has read them through, assign to each a question, avoiding those which he said he could not do. In a few minutes call for the reports.

STREET SAFETY (Pages 60–61)

New Words: safety, automobiles, flame, being, hit, car, roller-skate

Introduction

"How many of you have to cross a busy street on the way to school? What are the different things which travel in the streets?" (Write names on the board.) "Are all the cars and automobiles going in the same direction? Do we have any rules about which way they must go? Why do we have these rules? Do children ever get hurt on the street? What are some of the reasons? What safety signs have you seen? Why is 'Stop! Look! and Listen!' a good rule to follow? Who can give us some other good safety rules for children to remember?"

As these rules are given, they may be put on the board. Let different children tell which of the rules they have been very careful to keep.

The Lesson

"Read the lesson Street Safety to see if it contains other rules than those given on the board. Which rules mean the same as those on the board?"

Test Exercises

YES OR NO QUESTIONS

(Written on board or hektographed)

1. Did you ever hear of a child who was hurt by a car?
2. Are those who drive automobiles always to blame?
3. Are children sometimes to blame?
4. Can you do anything to keep from being hit by a car?
5. Should you play in the street?
6. Should you roller-skate in the street?
7. Should you look both ways to see if a car is coming before you cross the street?
8. Should you cross the street anywhere except at a crossing?
9. Should you stop to look around when in the street?
10. If your ball rolls into the street, should you go for it without looking up and down the street?

WHO, WHAT, WHEN EXERCISE

(To be hektographed and given to each child, or put on the board)

1. Put a line under each word that tells *where*.
   a. Do not play in the street.
   b. Cross the street only at crossings.
2. Put a line under each word that tells *who*.
   a. Many children are hurt every month.
   b. Sometimes children are to blame.
   c. You must look both ways before crossing the street.
3. Many children are hurt every month while crossing the street.
   a. Put one line under *who*.
   b. Put two lines under *where*.
   c. Put three lines under *when*.
   d. Put four lines under *what*.

Related Activities

Posters may be made to accompany the following slogans. Other slogans may be suggested by the children.

Safety First
Look before you cross
Find a safer place to play
Cross at the crossings
Look both ways
Be careful here

Children may make signs, such as *School, Sound Horn.*

DO YOU KNOW THESE COLORS? (Pages 62–63)

New Words: orange, learn, cherries, coal, carrots, sign, danger, mouse, balloons, Americans, sunset

Introduction

The list of color words is placed on the board. As the teacher points to the name of a color, the child responds by naming something of that color. Sheets of colored paper are placed around the room on the chalk tray. Children match the word with the paper of that color.

The Lesson

With this preparation, children should read the lesson silently without difficulty. They should respond with a sentence; for example, "A lemon is yellow," "Grass is green," etc.

Related Activities

For seat work each child may be supplied with boxes or trays containing small strips of colored paper, colored beads, sticks,

and buttons. In each tray are also small cards, each bearing the name of a color. Children place the cards, then classify all the articles according to color.

WIND (Pages 64–74)

New Words

Pages 64–65: tried, slowly, swiftly, bend, papers, scatter, outdoors
Pages 66–67: pump, deal, Holland, churn, grind, gas, gasoline
Pages 68–69: whirling, sport, piles, cool
Pages 70–71: snowdrifts, path, desert, dry, few
Pages 72–74: storms, sink, blown, wires, haystacks, pranks, weed, dandelion, fluffy

Introduction

Tell the story "The Sun and the Wind." "Have you seen the wind do things which show that he is pretty strong? What have you seen him do? What is the wind?" The first two pages can be used to introduce the subject further and to prepare the children to read to find what the wind does.

The Lesson

A long selection like this offers a good occasion for timing the children and gathering data on who the slow and fast readers are, preparatory to grouping them for special work.

After the pupils have read the first two pages the teacher says, "Close your eyes and think about the question at the bottom of page 65." (Allow half a minute.) "Now, when I say 'Read,' you may turn the page and read on to find how many things the wind does."

These directions are framed to secure a normal attitude toward the selection. No direct mention of rate is made. After two

minutes the teacher says, "Stop. Put your finger on the place where you stopped. Keep it there. I want to see how far you have read before I ask you to tell what the wind does."

The teacher can then pass around the room and note beside each child's name the page and place reached in two minutes. A rough estimate of partial pages may be made by dividing a page into thirds or halves or by recording whether the stop was near the top, the middle, or the bottom of the page (T, M, or B).

The teacher then says, "The wind does many things. You may all read on and come up to my desk when you have finished page 74."

As each child comes up, the teacher gives him a sheet of paper. These papers are numbered. The first one to finish gets number one, and so on until about half the children have received numbered slips. While these children remain standing around her, the teacher says, "Here is something for you to do." She writes the following paragraph on the board:

"All those who have finished reading page 74 may draw a row of pictures on their sheets of paper to show what the wind does. If you do not know what to do, come and ask me before you go to work."

This should not be allowed to remain on the board very long. Children who come up because they do not know what to do may be questioned about their difficulties and helped. Meanwhile other children will be coming up for slips of paper as they finish. For these children a simpler direction sentence should be placed on the board or on each individual sheet of paper. Sentences like the following are suitable:

Show what the wind does to the trees.
Draw a picture of a sailboat.
Draw a picture of a boy flying a kite.

Use of Children's Illustrations

The illustrations should then be used somewhat as follows (they may be used the next day if necessary):

One picture at a time is held up. The children look for the passage that is illustrated. If one picture illustrates several passages, they are looked for in turn. If the pictures are too small to be used by the whole class, each child may show his picture to a row or a small group, and these children may find the particular passage which fits the picture. It is not necessary to wait until all the children have finished before beginning this reference exercise with pictures.

Alternative Exercise

Tell the children what a "thumb-nail sketch" is or let them divide a sheet of paper into many small blocks by folding it. Then let them draw a little sketch for each thing that the wind does. They should have their books open for this exercise. The little sketches should be mere hints like rebus pictures. The children should then be called on to tell what the wind does by interpreting their sketches. If desired, other pupils may be asked to cite the passages referred to after finding them.

This exercise makes imagery necessary. Some children do not form mental images. There is a certain definite value in exercises which will necessitate interpretation and expressions of meanings in pictures.

A list of possible sketches with the ideas which they express is here given, in order to show what is meant. *This list should not be given to the children.* The exercise will have still greater value if the children can be led to search independently for ideas, and to realize the large number of ideas which they can gain from reading.

Picture Made by Child	Children's Interpretation of Drawing
1. Drawing of a kite	It makes kites go
2. A bent tree	It bends the trees
3. Leaves and papers	It scatters leaves and papers
4. Children leaning forward against the wind	It pushes against us
5. A windmill pump	It pumps water
6. A Dutch windmill	It grinds grain and churns butter
7. A sailboat	It makes ships go
8. Bare tree, piled leaves	It blows the leaves from the trees It piles the leaves up
9. Clouds	It blows the clouds
10. Open window with arrow to show breeze	It cools the air
11. Snow-drifts	It makes snow-drifts
12. Desert	It makes sand-drifts
13. Waves	It makes waves
14. Wrecked ship	It wrecks ships
15. Broken tree	It blows trees over
16. Broken telephone pole	It blows wires down
17. Haystack blown over	It blows down haystacks
18. Umbrella turned inside out	It turns umbrellas wrong side out
19. Boy running for hat	It blows our hats off
20. Dandelion seeds	It blows seeds about

SAFETY FIRST (Page 75)

New Words: reasons, finished, torn, bonfire, digging, ditches, poles, electric light

Introduction

Discuss with the children places where it is dangerous to play. Have them name as many as possible.

The Lesson

"This lesson mentions some dangerous places to play. Read and see what they are." Children read silently, thinking of good reasons to suit each place mentioned. The teacher calls for the reasons. "Who has a reason for 1? for 2?" etc.

ABRAHAM LINCOLN (Pages 76–79)

New Words

Pages 76–77: Abraham Lincoln, grown, suffer, muddy, stuck, squealing, laughed, felt, sorry

Pages 78–79: forget, rails, lifted, flapping, grunting, happily, suit, foolish, barefoot

Introduction

If possible present this lesson near Lincoln's birthday. Show a picture of Lincoln. Ask the children if they have ever seen a picture of this man before. Let them contribute any information they can about Lincoln. Tell them, "Our country is very proud of this man. He was always kind to everyone. The people have done many things to honor him. They have made statues of him." Tell the children about the statue in Lincoln Park, Chicago. Some of the children have probably seen it. Show picture of it if possible. Tell of the one in Washington. People have named parks, towns, buildings, streets, and roadways after Lincoln. Ask if the

children know of any. Ask them if they know of one of our pieces of money which has a head of Lincoln on it.

The Lesson

"This book tells about something which Lincoln once did which shows us that he was very kind. Read it." Children read the entire story silently. After they have read it ask, "Why did Lincoln help the pig out of the mud?" Discuss this until the children see that it was to help the farmer's children as well as to help the pig.

Test Exercise

COMPLETION SENTENCES

1. We love Abraham Lincoln because he was ——.
2. Abraham Lincoln saw a —— stuck in the mud.
3. Lincoln felt —— for the pig.
4. He wanted to —— the pig out of the mud.
5. He took some —— from the fence.
6. With these he —— the pig out.
7. Lincoln wanted to help the farmer's ——.

Related Activities

In the library ask for stories or books about Abraham Lincoln. Look for pictures of Abraham Lincoln.

When you go to ride or have a chance to travel, look for statues of Abraham Lincoln.

DO YOU KNOW THESE BIRDS? (PAGES 80–82)

New Words: web, crested, tilted, rusty, plump, tiny, slender, spot, tufts, collar

Introduction

Pictures of the twelve birds mentioned in this lesson should be set up on the chalk tray. Children should name the kinds of birds.

The names of these birds should be written on the board. Children should point in their books to the bird as the teacher points to the name on the board. Children may give one characteristic of a bird, as "The house wren is small." The teacher may write these descriptions on the board. As each description is erased the children point to the picture of the bird it describes.

The Lesson (pages 80–82)

Call for the first question. Children read it silently and find the bird in the picture. Teacher asks, "Why did you choose that one?" This gives a clue as to whether children are guessing or not. Continue thus with each question.

Review Tests

An informal test may be planned to combine reading and informational objectives. Larger pictures of the birds mentioned are placed along the chalk tray. Children take turns selecting and reading a bird description and calling on some child to select the appropriate picture.

Later the names of the birds may be used instead of the pictures, or with them for further practice. Scores may be kept to show how many birds each child can identify.

The teacher may wish to put bird descriptions on the board, numbering them, or on flash cards so that they may be available for practice and play. A matching game may well be made, the description, name, and picture of each bird counting as a "set" or "book."

Some of the suggestions given in connection with the woodpecker lesson could be adapted to this lesson.

Teacher has names of birds printed on cards. Flash one. Children find the sentence which applies to that bird.

ARBOR DAY (Pages 83–92)

New Words

Pages 83–85: Arbor Day, means, shade, shape, maple, sap, early, boiled, evergreen, spruce, fir, pine

Pages 86–89: furniture, desk, fuel, walnuts, hickory, chestnuts, pecans, acorns, oak, hogs, peaches, pears, olives, figs

Pages 90–92: forest, caused, careless, matches, camp, started, sparks, even, lightning, fifty, special, million

Introduction

The best approach to this lesson is an excursion or walk to a park or grove; the children may gather leaves and note some of the differences in trees, such as differences in bark, shape of tree, branching, and leaves. Note particularly (if they are present in the locality) the trees mentioned in the selection. If the walk is impossible, the trees in the school yard (if there are any) may be observed and labeled.

The Lesson

Ask, "Are the trees of much value to us? Of what value are they? Do you think we use many of them? Do you think we shall ever use all our trees so that we shall not have any more? What can we do to avoid that?" Tell the children about Arbor Day. "This lesson tells about Arbor Day. It tells us why we want to save the trees. Read the first page to find out one of the reasons for protecting trees."

Write these as the children read and find them.

1. Trees give us shade.
2. They make our country beautiful.
3. They give us maple sirup.
4. They give us our Christmas trees.

5. They give us lumber.
6. They give us many things which are made of wood.
7. They give us fuel.
8. They give us nuts.
9. They give us fruit.

Pages 90–92

"Some people do not try to help save the trees. Read page 90 and find out ways in which many of our trees are destroyed." Children read. "Who can tell me some of the things which cause forest fires?" Write them as they are given.

1. Throwing lighted matches around
2. Camp fires
3. Sparks from a train
4. Lightning

"In what other way are trees destroyed? What can we do about it? What has been done about it in other states?" Following each of these questions the children should read and find answers, telling the teacher what they have found, not reading it orally.

Review Exercises

1. One of the most effective "drives" in getting careful reading is to make the children feel that what they read is to serve a worthwhile purpose. A method, delightful to children and valuable because of the training it gives in related fields, such as language, or the conversation work, is that of getting a little program ready to give before another grade. These need not be elaborate programs, nor do they need to take any extra time outside the reading and conversation periods. The children may plan to give a little program on trees. The questions from this selection, such as "Why should we plant trees? Why do we like the hard maple?"

etc., may be used as topics upon which various children report, getting some of their material from the selection, but supplementing it as much as possible from their own observations. There is always a temptation in such cases to coach each child on a particular topic, to insure a smooth, finished presentation. This procedure sacrifices educational values to performance values. If the children read the whole selection and try for a place on the program by making complete reports, there is far more incentive to actual study and far more likelihood of growth. It is suggested that at rehearsals two or three children take each topic, while others listen so that they may bring out additional points and select the best report.

Reports should not be memorized verbatim, nor should the child be made unduly self-conscious by elocutionary training. His best incentive to clear presentation is the conviction that he has something worth saying and that he must get the ideas across to an audience which has not studied the subject. All criticism should be based on these considerations:

Did the report tell what should be told?
Did the people hear it, understand it, and enjoy it?

Each topic may be made more interesting if there is illustrative matter to accompany the report. Much of this can be contributed by the children of the group and used by the one who is selected for the report. Children will be glad to bring specimen leaves, nuts, and pieces of wood. The wood of the building and furniture may be referred to in the appropriate report. Crayon pictures will illustrate other topics. Illustrations in books and magazines may be used where original pictures do not serve the purpose. Thus the search for material may be extensive as well as intensive.

2. These may be put on the board or on hektographed sheets. Underline the correct word. Illustrate the exercise first.

1. Trees are our (friends—enemies).
2. Birds build nests in (trees—houses).
3. Some trees are always (green—purple).
4. Trees give us (lumber—stone).
5. Arbor Day means (holiday—tree day).
6. The sap of the maple tree is (sweet—sour).
7. Trees make our country (ugly—beautiful).
8. From the hard maple we get (oil—sap).
9. Some paper is made from (wood—tin).
10. Oak trees have (acorns—walnuts).

Related Activities

Draw trees.
Make charts to show:

1. Fruits that grow on trees.
2. Other foods from trees.
3. Animals that get food from trees.
4. Animals that live in trees.
5. Things made of lumber.
6. Other things made of wood.
7. Things that injure or harm trees.

THINGS TO DO ON THE WAY TO SCHOOL

Look for oak trees.
Look for acorns.
Look for oak leaves.
Look for evergreen trees.
Try to name them.
Look for maple trees.

Things to do at Home

See how many kinds of wood were used to make your house.
Find out what kind of wood the chairs are made of.
Find out where it grew.

WHAT SHOULD YOU SAY? (Page 93)

New Words: present, somebody, excuse, pass, front

Introduction

The same type of introduction which was used for the lesson on page 59 may be used for this lesson. After some incident has been related, possibly of how some child did one of these things exactly right, the lesson in the book may be read.

The Lesson

Each child reads a question silently. He then tells what the answer is. As each item is given, it may be dramatized.

Test Exercise

Children will enjoy dramatizing these. As each is dramatized the other children guess by reading the appropriate question.

POISON (Pages 94–96)

New Words: poison, bottle, inside, unless, fit, became, died, lesson

Introduction

Secure a "poison" label to show the class. Ask them if they have ever seen this label before or if they know what it means. "A lesson in this book tells what this means. It tells us what to do when we see this sign."

The Lesson

"Read the lesson to find out what this label means. Read the story about the boy." After reading the entire lesson silently, children may be asked to close books and tell the four things which they have learned from this lesson. If they cannot remember them, let them look back to the material.

Test Exercise

YES OR NO QUESTIONS

1. May you die if you drink out of a bottle marked "Poison"?
2. Is food found on the street fit to eat?
3. Do all bad things to eat or drink have a poison sign on them?
4. Were the little boy's friends wiser than he?
5. Is it right for people to put food with poison in it where children can find it?

DO THIS AND DO THAT (PAGES 97–99)

New Words: game, choose, leader, whom

Introduction

At the close of some group game the teacher may say, "How many would like to play a new game? It is called 'Do This and Do That.' Let us read and find out how to play it."

The Lesson

Children read silently. The directions should be acted out as they are met in the selection; for example, *choose a leader*, *the leader will go to the front of the room*, etc. If any questions arise as to whether the game is being played right, refer the children to the reader to settle the argument. After the lesson has been read, the books should be laid aside while the children play the game.

Test Exercise

Find the words which tell these things (the teacher reads while the children point quickly to the words and read them):

1. The name of the game.
2. The first person that you choose.
3. Where the leader goes.
4. What the leader says.
5. What happens if you do it wrong.
6. What the leader is saying in the picture on page 97.
7. What the leader is saying in the picture on page 99.

TREES (Page 100)

New Words: rough, smooth, needles

Introduction

This question game brings back or reviews the Arbor Day program. Recall some of the trees studied then. Write their names as the children give them, or place on the chalk tray cards containing their names. Call for names of any other trees which children have noted since that lesson. Call for the names of the kinds of trees in the school yard. Pictures of different kinds of trees may be set up on the chalk tray and the children may try to give the name of each.

The Lesson

The children read the entire lesson silently, trying to answer each question to themselves. The teacher may call different numbers and ask different children to (1) give the name of the tree, (2) point to its name on the board, or (3) find its picture.

If the children make more questions based on the tree study, the game may be continued.

Test Exercises

1. This may be used as seat work. The names of trees are printed on small cards and put into envelopes. Each child is given an envelope containing the names of twelve trees. He arranges the cards in order on his desk in answer to the twelve questions; for example,

1. cherry (or plum)
2. walnut (or butternut), etc.

Such question sets can be used as tests, allowing three minutes and recording the number done correctly in that time.

2. The names of trees may be printed on large cards. As these are flashed each child puts his finger on the number of the question answered.

THE ROBIN (PAGES 101–115)

New Words

Pages 101–103: reddish-brown, throat, tips, brownish-gray, wear, breast, sung, cheer-up

Pages 104–107: worms, pay, cocks, sparrows, follow, grab, angry, understand, happened, trust, plastered

Pages 108–109: frighten, hatched, weak, mouth

Pages 110–112; stretch, onto, edge, branch, reach, paws, speckled, families

Pages 113–115: pool, splashing, flock, spite, bushes, return

Introduction

Tell the story "How the Robin's Breast became Red." Show a picture of the robin. Allow children to discuss birds they have seen. Bring out these points: the beauty, the song, and the economic value of the birds.

The Lesson

Children will enjoy working this selection into a booklet. Show the children booklets on different topics which have been made in previous years or in other grades. If no booklets are available, and if the children have never made one, the teacher could make a simple booklet to illustrate some topic other than this one. Tell the children that they will have to read the lesson to find out some of the things to put into the booklet. The teacher may suggest this topic for one page of illustrations: *Sparrows stealing from a robin.* Have all the children read page 106 silently to find out what they would put into the picture. Then have each child make a picture which would illustrate page 106. As the children draw, the teacher passes among them asking them to interpret. In this way she can determine how well the children have read the page. Other topics which may be illustrated on other days are:

1. Things that robins eat
2. Robin's morning song
3. Time for a danger call
4. The robin family
5. Hunting worms (a series of small drawings)
6. Puzzle—Find the robin's nest
7. Eggs in a nest (close up)
8. Hungry babies
9. Learning to fly
10. Baby robin's worst enemy
11. Robins bathing
12. No robins (winter picture)
13. Robin's return

By such activities the children will have to select and reorganize the ideas to suit the plan of the booklet. For instance, in

order to tell how each member of the robin family looks, or to draw pictures of each one, they will have to gather information from pages 101, 102, and 111.

To vary the procedure at times, have the children read portions of a page and tell the teacher what to write on a topic. She writes it on the board and later it is hektographed for the children's booklets.

It is not necessary to read in succession all the units of this selection about the robin. A unit or two may be handled and then other selections taken up before another page for the booklet is prepared.

Although the foregoing activity carries great value to children, not only developing reading ability, but in suggesting the motive for other lines of work, some teachers may feel that it is too difficult a thing for their classes. In that case the following may be done:

Children read the story silently by paragraphs. Before reading each paragraph the teacher gives one of the questions stated below. Then the children read a paragraph to find the answer. If the children read unusually well, the questions may be put on the board. However, the interest is greater if the teacher states the question and the children race to find the answers. The questions at the beginning of the paragraphs in the text may be all that is necessary. Do not try to read all these units on the robin at once.

Pages 101–102

1. How can you tell a robin when you see him?
2. How can you tell the father robin from the mother robin?
3. Who can come up to this picture of a robin and name all his colors?
4. How can you tell a mother robin?

Pages 103–104

5. When does the robin sing his song?
6. How does one robin tell the others that danger is near?
7. How many things which do harm do robins eat?
8. Why do robins need so much to eat?

Pages 105–106

9. How does a robin get earthworms?
10. What does a robin do when a sparrow steals from him?
11. Why doesn't a sparrow get worms for himself?

Pages 107–108

12. Why do robins build near our homes?
13. How do robins build their nests?
14. How can you help the robins to build nests?
15. Who takes care of the nest?

Pages 109–110

16. How do the baby robins get their food?
17. Can baby robins fly at first?
18. Do baby robins ever have trouble when learning to fly?

Pages 111–112

19. What enemies do robins have?
20. How do you know a young robin?
21. What must the baby robins learn?
22. Do the father and mother robins have more than one family?

Pages 113–115

23. How do the robins keep clean?
24. How can you help the robins?
25. Do all robins go south for the winter?

Test Exercises

Underline the correct word or words.

1. What color is the father's head?
   brown, black, white, gray
2. What color is the robin's bill?
   pink, yellow, green, black
3. What does the robin say when he sings?
   "Bow-wow," "Chip-chip," "Chee-chee," "Cheer-up"
4. What do robins eat?
   fruit, worms, mice, corn
5. Of what is the nest made?
   stones, grass, butter, mud
6. What does the mother robin shape it with?
   mouth, feet, breast, tail
7. How many eggs are there in the nest?
   ten, eight, four, nine
8. What do the babies eat?
   trees, worms, bread, toads
9. With what are the babies covered?
   cotton, wool, fur, down
10. What likes to eat little birds?
    horses, cows, cats, dogs
11. Where do robins go in winter?
    north, south, east, west
12. When do they return?
    spring, fall, winter, summer

In case this lesson seems to need more review, types of exercises suggested in other places may be used here.

This selection offers an excellent opportunity for skimming by means of such exercises as this:

1. Point to the part which tells about the robin's song. Read the question there.

2. Point to the part which tells about the baby robins' food. Read the question, etc.

Related Activities

1. Color hektographed outlines of the robin, using text to find the colors to use.

2. Where much work is done with industrial arts, the construction of bird baths of cement makes an excellent project.

3. A feeding ledge constructed on the window sill attracts birds which the children may watch.

HOW TO CARRY SHARP THINGS (Pages 116–119)

New Words

Pages 116–118: John, toys, scissors, sewing, points, badly, spool, knives, forks, pens

Page 119: ends, person's, polite, object, pins, swallowed

Introduction

Let this selection follow a cutting lesson so that each child will have a pair of scissors at his desk. Say to the children, "When you have finished reading the story on page 116, bring me your scissors." Those who do not carry them wisely or hand them over correctly should be sent to their seats to re-read their directions and try again.

In case scissors are not furnished for each child, before beginning the lesson the teacher should ask a child to bring a pair of scissors from the table. In case he does not do it right, have other children try. Allow several to try. Let the children discuss which is the correct way. Turn to the lesson and read to find out.

The Lesson

Read the lesson silently. After reading have several children practice carrying the scissors or other sharp-pointed objects. Have the children read sentences to prove that they are right about the way they carry articles.

Test Exercises

The content of this lesson should be referred to whenever children are seen carrying objects with sharp points.

1. Write the following on the blackboard and have the children tell in each case whether *time*, *place*, or *action* is expressed.

on the floor	carry the scissors
in the sewing room	in your hand
that very morning	in his mouth
into the room	in my hand
on a rug	on the table
turn the points down	sometimes
looked at them	never

2. Read the sentences which prove that the following are true:

a. Sharp things should be carried with the points down.
b. John ran while he had the scissors in his hand.
c. There are safe ways of carrying sharp things.
d. Pens should be carried with the points down.
e. It is dangerous to put pins in your mouth.
f. When you hand anyone the scissors hold the sharp points in your own hand.

SLEEP (Pages 120–123)

New Words: twelve, hours, eleven, questions, pillow, raises, straight

Introduction

The three following questions should be put on the board a few days before this selection is read.

1. What time was it when you went to bed last night?
2. What time was it when you got up this morning?
3. How long did you sleep?

The names of all those who can report on the three questions should be placed in a list on the blackboard together with the three items of the report; for example:

	P.M.	A.M.	
Mary Roberts	8 o'clock	7 o'clock	11 hours

The following day these questions may be asked:

1. How old are you?
2. How tall are you?

Add these items to the chart on the board. On the day just before reading the selection these questions may be placed on the board.

1. Have you a baby at your house?
2. What is its name?
3. How old is it?
4. How many hours does it sleep each day? (Ask your mother to count them.)

On the following morning add to the blackboard list the babies' names, ages, and hours of sleep.

Get from a few children similar data about older brothers and sisters; add to the list.

If the children do not of themselves ask questions, these may be put on the board by the teacher to start discussion:

Do babies sleep just as long as you do?
Do your older brothers and sisters sleep as much as you do?
Why do babies sleep so much?
How much should you sleep?
Why do we sleep so much?
Does it make any difference how you sleep?
How can you make your sleep do you the most good?

Let the children discuss these freely until they are anxious to know the answers.

The Lesson

Read the lesson and see how many questions you can find the answers for.

Review

1. Compare the data on the blackboard chart concerning each child with the data on page 121.

2. Such questions as these require that children re-read parts of the selection to get the answers.

1. Do you sleep long enough?
2. How many hours should you sleep?
3. When should you go to bed?

3. The teacher may wish to follow up this lesson with a personal questionnaire to be filled out by each child. The following form is suggested for such use:

My name is ——.
I am —— years old.
My birthday is in ——.
I am —— inches tall.
I need —— hours of sleep every night.
I go to bed at —— o'clock.
I get up at —— o'clock.
I sleep —— hours.

4. Cross out all the things that are *not true* about you:

1. I go to bed at the same time every night.
2. Sometimes I tease to stay up longer.
3. I feel like getting up in the morning.
4. I sleep with all the windows closed.
5. I sleep with one window open.
6. I sleep with two windows open.
7. I go to sleep without a light.
8. I sleep alone in my bed.
9. I use a small pillow.
10. I use a big pillow.
11. I lie all curled up.
12. I lie straight.
13. I take a nap during the day.

Related Activities

Children may organize, by dictating to the teacher, a list of "Rules for Sleeping." The teacher may copy these and post them in a prominent place in the room.

WHAT HELPS YOU TO KEEP NEAT? (Page 124)

New Words: brush, handle, everybody

Introduction

Give each child a paper and have him mark it off for four sketches.

The Lesson

Children read the riddles silently. Then each child may make four sketches, each sketch to be the answer to one riddle.

Review Exercise

Children might read a riddle orally and choose some child to tell the answer, or to show the answer with his drawing.

SIGNS (Pages 125–126)

New Words: free, rent, sale, slow, park

Introduction

The teacher might print this or some other well-known sign on the board: STOP. Ask children if they have ever seen this sign. "Where do you see it? What does it mean? What other signs have you seen?" Print them on the board as they are given. If possible, have appropriate pictures gathered from magazines and other sources. Ask the children to point to the sign which might be used.

The Lesson

Read silently, answering the questions, and matching the signs with the appropriate picture.

Review

Phrase card "signs" could be made, and children could respond by pointing to pictures in the book.

WOOL (Pages 127–131)

New Words: sweater, overcoat, buttons, snugly, cedar, chest, owners, shearing, pair, machine, dyed

Introduction

On the day preceding this lesson an informal discussion of the materials of children's clothes may take place; for example, "Of what is Mary's dress made? Of what is John's coat made? Of what is my handkerchief made?" etc. "Do you know any other kinds of cloth? Tomorrow I want several of you to bring different kinds of cloth to school so that we may see what they look like." On the following day call attention to the different kinds brought. Ask, "How many brought cloth made of wool? Do you know some things which are made of wool? Where do we get wool?" Have pictures of sheep to show the children. If possible show them a simple loom or weaving frame. "How do we get the wool from sheep and make it into cloth?"

The Lesson

"This lesson is about a little boy who asked his mother all about wool. Let us see what he found out."

The children may study the entire lesson silently to see what questions the little boy asked; or they may read only one unit at a time, the teacher asking before each unit, "What was it the little boy wanted to know here? What did he find out about it?"

Permit the children to discuss freely as they find each answer.

Test Exercise

1. Have children offer to tell the whole story of wool, beginning with the sheep and ending with the boy's overcoat.

2. Find these words in the lesson, then tell what each describes:

warmest	quickly	large
warm	evenly	cedar
long	curly	old
	hot	

3. Children make "Yes and No" test or "completion" test. To do this, one page (for example, page 129) is chosen. The children are asked to read it and then make up a sentence, leaving out one word. The teacher writes the sentence on the board, putting in a blank for the missing word. After a number of sentences have been given, so that the material of the page is pretty well exhausted, the sentences from the board may be read.

This same procedure may be followed for "Yes and No" sentences.

THE RIGHT THING TO SAY (PAGE 132)

New Words: beg, pardon, good-by, welcome, afternoon

The Lesson

This lesson may be introduced much as the lessons on pages 59 and 93 were; or children may turn at once to the lesson.

The child should read and take note of the meaning of each phrase *silently*. The oral response should merely tell *when each thing is said*; that is, it should answer the question.

Review Tests

1. These words may be put on flash cards. As they are flashed each child tells when the phrase is used.

2. The teacher may indicate what the situation is and the children point quickly to the appropriate item; for example, the teacher says, "What do you say when you have to walk in front of someone?" Children point to "I beg your pardon."

3. Many of these items may be dramatized.

BEARS (Pages 133–150)

New Words

Pages 133–135: true, circus, common, except, twice

Pages 136–137: dangerous, fierce, fond, berries, stones, bugs, ants, dance, salute, gun

Pages 138–139: polar, fur, hind, swimmer, forty, float, weeks, seals

Pages 140–143: Alaskan, meat, usually, terrible, expect, mice, grizzly, cattle, believe, certain

Pages 144–147: dens, cave, drink, cub, born, naked, inches, half, pound

Pages 148–150: smells, chases, good-natured, keepers, cage, bars, difference, tender, advice

Introduction

An interesting way in which to introduce this story is to suggest that the children look at the first picture and tell what they think this story is going to be.

The Lesson

The class may then proceed to read the first two pages. At this point they may be asked again whether they think this is the story of the three bears.

Books may then be closed and every child given paper to fold for a booklet. One large sheet folded on both diameters will do.

Covers can be added later. Tell the children that on each page they will put one kind of bear or something about bears. No one can write on his page until he has found out about the bear. (One of the purposes of this lesson is to develop memorization.)

"The first bear is told about on pages 135–137. Try to find out just as many things as you can about this bear, but you must remember *one* thing at least to tell us about the bear." Children all read pages 135–137 about *black bears*. When they have finished reading silently they close books and try to tell one thing about black bears. Anyone who cannot do it must turn back and read again. Those who can tell one thing about the black bear may write or print *Black Bear* on their first page after all the things have been told. Then they may draw a black bear on this page.

The following units will be taken up one at a time in much the same way, each furnishing the material for one page of the booklet.

Polar bear, pages 138–139
Alaskan brown bear, pages 140–141
Grizzly bear, pages 142–143
What bears do in winter, pages 144–145
Baby bears, pages 146–147
The mother and the cubs, page 148
Bears in parks, pages 149–150

Test Exercises

1. Permit children to tell about the bear they most enjoyed reading about.

2. Have children turn back over the pages about bears and give a title to each page; for example, page 133, *A Bear Story We Like*; page 137, *Trained Bears*; etc. (This type of exercise is directed toward developing the ability to sum up a page in one

statement, an ability which all children in the higher grades should possess.)

3. If further review of this material is needed, children might find ways in which black bears differ from polar bears, grizzly bears from polar bears, etc.

Related Activities

Urge children to look for pictures of bears in the magazines, and bring these pictures for the other children to see.

Tell children to ask for animal picture-books and story-books in the library.

If children are fortunate enough to live near a park which has bears, tell them to look at the bears in the park and see if any of the kinds in our story are there.

Children may model one kind of bear from clay, using the text to help them in forming their judgments.

Review Uses of This Book

1. When data given in this book is needed for any other purpose, it should be located by reference to the table of contents.

2. Training exercises in learning to use the table of contents should be given. These should be of this type:

a. Reading the names of selections in the table of contents (the first five, the next two, etc.)

b. Locating different selections in the table of contents as the teacher prints the title on the board.

c. Locating different selections as the teacher reads the title.

d. Locating selections which are about certain things when the exact title is not given; for example, Find a lesson about *colors*.

e. Telling the pages on which selections are to be found.

f. Turning to the pages on which selections are found.

3. Material like the rules or slogans to accompany lessons on health or safety may be used at intervals throughout the year.

4. Seasonal material may be re-read or used for new purposes at the appropriate time.

5. Lessons on related topics may be reviewed together; for example, pages 83 and 100.

6. Flash cards and games on the phrasing, vocabulary, and fact content of the book may be used periodically throughout the year. For suggestions for making and using such exercises see the manual for the Horn-Shields Silent Reading Flash Cards.

7. At intervals informational lessons may be reviewed for retention.

8. Booklets, pictures, and typed copies of incidental reading matter, and materials gathered in supplementary activities suggested for each selection, should provide opportunities for recall and review, and also furnish a stimulus to further reading and related activity.

THE LEARN TO STUDY READERS

BOOK ONE

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PREFACE

It is the purpose of this reader to teach pupils how to study. As one of the three R's, reading has always been regarded as the fundamental tool subject, and yet the abilities involved in the use of reading as an instrument have not always been clearly defined. There are four important classes of abilities needed in such study as is done with books.

1. There are those abilities needed in locating information. This involves skill in the use of the dictionary, in the use of the index, in the use of the table of contents, in the use of libraries and general reference books, and in skimming to locate information.

2. There are those abilities involved in the accurate comprehension of what is read, in selecting items for one's purpose, and in appraising the value of these items.

3. There are those abilities involved in organizing the data, so understood and selected, according to the purposes for which one is reading at the time.

4. There are those abilities needed in providing for remembering what has been read.

While this book, with its manual, includes exercises for the development of all these abilities, it emphasizes the second group especially. Since this group of abilities is the foundation of all the others, its development is strategic at this point in the child's educational growth.

Since the purpose of this book is to teach pupils how to study, the selections included in it should exemplify the hard-work type of reading. This means that they should be informational in character. Such subject matter stimulates accurate thinking. It is easy to test the success with which such selections have been read.

This reader, therefore, does not take the place of the method or literary readers. It presupposes and supplements them. Its purposes, methods, and measures of accomplishment are different.

Above all, it is not meant for an *oral* reader. It must be studied — silently. Such reading is not merely to be contrasted with oral reading, it is to be sharply contrasted with the silent, leisurely reading of literary selections. Its watchword is *work*, rather than *recreation*. Its emphasis is not so much on appreciation as on comprehension, soundness of judgment, and skill in remembering.

And yet its motivation is none the less firmly rooted. It arises from two sources: first, the desire of the child to enlarge his experience with interesting things; second, the desire to obtain a skillful control of the tools which will enable him to use the storehouses of information. These tools are the skills involved in silent reading of the study type.

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THE LEARN TO STUDY READERS

BOOK ONE

THINGS TO TELL

What is your name?
How old are you?
Where do you live?
What is your telephone number?

Have you a brother?
Have you a sister?

What is your father's name?
What is your mother's name?

Do you like to go to school?
To what school do you go?
What is your teacher's name?

Can you write your name?
Can you read a book?

HOW TO MARK YOUR PLACE

You should never leave a book like this. Do you know how to mark your place in a book?

Use a narrow piece of paper.
Use a ribbon bookmark.

Never put the book face down.
Never put a pencil in the place.
Never turn down a leaf.
Never mark in a book.

If you put a book face down on the desk or put a pencil in the book, you may break the back of the book.

If you mark in the book or turn down a leaf, the book will soon look old and ugly.

Which picture shows the right way to keep your place in a book?

Which picture shows the wrong way to keep your place in a book?

DO YOU KNOW HOW TO KEEP A BOOK CLEAN?

Never touch a book when your hands are wet.

Be sure that your hands are clean when you pick up a book.

Never wet your thumb or finger to turn a page.

Never put a book on the ground or on a table that has food on it.

Never eat while you read a book.

Never mark in a book or draw pictures in it.

Tell what you could do if you were

1. A baby.
2. A bear.
3. A bird.
4. A dog.
5. A fox.
6. A boy.
7. A child.
8. A doctor.
9. A fly.
10. A girl.
11. A horse.
12. A man.
13. A soldier.
14. A teacher.
15. A woman.
16. A bee.

HOW TO TAKE CARE OF A DOG

Do you know how to take good care of a dog? Here are some things that you should know about a dog:

1. How to feed him.
2. How to give him plenty of water.
3. What to do when he is sick or hurt.
4. Where he should sleep.
5. What to do when he has fleas.
6. How to wash him.
7. How to make him mind.

How should you feed a dog?

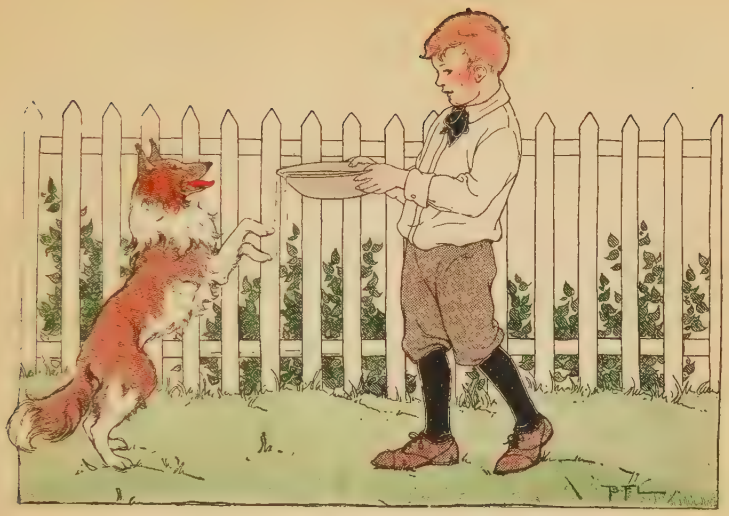
A dog should not be too fat. Fat dogs are often lazy or cross. They get sick easily. Look at the police dog in the picture. He is just fat enough.

Most dogs eat too much. An old dog needs only two meals a day. He should have meat but once a day. For his other meal he may have a dog biscuit or a cooked vegetable. He should have four times as much vegetables and bread as meat.

Scraps from the table make good food and do not cost anything. Do not give him chicken bones or fish bones.

A puppy should be fed many times a day. He should not eat meat before he is six months old. Milk is good for him, just as it is for boys and girls. He may also have vegetables, or scraps from the table.

Feed your dog from a clean dish. Take away any food that he leaves after you have fed him. Never leave food where he can come back to it. Eating between meals is not good for him.



How can you make sure that he has plenty of water?

Your dog should have plenty of pure, cool water. It is a good thing to have a pan of water where he can drink whenever he is thirsty. If you do not give him good water, he may drink some dirty water in the street or in the yard.

What should you do when a dog is sick or hurt?

Many dogs get sick because they eat too much or eat the wrong kind of food. Dogs catch diseases, too.

If your dog gets sick, give him a spoonful of castor oil. If he is very sick, take him to the doctor who takes care of sick dogs. Do you know what this doctor is called?

If your dog gets hurt, the first thing to do is to clean his wound. You can clean his wound just as you do your own. Before you try to clean his wound, pet him and talk kindly to him. His wound may hurt when you clean it. It is better to put a muzzle on him. He may not understand that you are trying to help him. He might bite you.

It is not easy to keep a dog's wound tied up. He tears the cloth off. It is not easy to keep medicine on a dog's wound. He licks the medicine off. He tries to keep his wound clean by licking it.

If he is badly hurt, take him to the doctor.

Where should a dog sleep?

The best place for a dog to sleep in summer is out of doors. The fresh air is good for him. He can sleep on the porch or on the grass under a tree. Of course, in a large city he may have to sleep in the house.

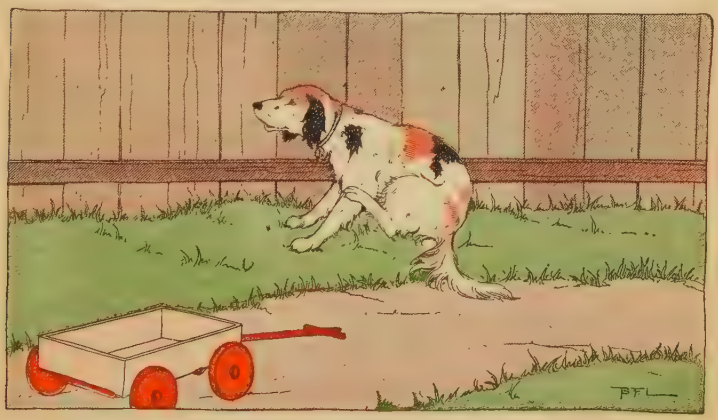
In winter he should have a warm place to sleep. He should have a dry, clean bed. A clean piece of carpet makes a pretty good bed. The carpet must be washed often.

Perhaps the best bed is some clean straw. When the straw is dirty, it should be burned. If the bed is not kept clean, fleas may get into it. Fleas get into a dog's hair.

What should you do when your dog has fleas?

You should wash him with dog soap. When his hair is dry, dust it well with powder that will kill the fleas. You can get this powder at the drug store. Then burn up the straw or carpet that he has had for a bed and give him a clean bed.

Do you know how to tell when a dog has fleas?



How should you wash your dog?

Your dog should be kept clean. He should be washed at least once every two weeks. If he gets dirty at any time, he should be washed.

Use soap and warm water to wash him. Never use hot water. Pet him before you begin to wash him. Wash his head first. Be careful not to get water in his ears or any soap in his eyes.

You must be very careful in winter or he will catch cold after his bath. Many dogs die from colds caught in this way.

Dry him well. Then keep him in the house for several hours.

How can you make a dog mind?

It is your fault if your dog has bad habits. You must show him what you wish him to do. Pet him when he begins to learn what you want him to do. This makes him try harder.

When he does something wrong, do not kick him or strike him on the head. Take him by the neck and back and shake him, or whip him lightly with a whip. Be sure that he knows just why he is being punished. Punish him at once after he has done wrong. Then he will know why he is punished.

Do not shout at him. Talk in a low voice. He can tell when he has done wrong by the way you speak.

RIDDLES

I can sing.
I can fly.
I build nests.
I am a _____.

People live in me.
I have a roof.
I have windows.
I am a _____.

I am clear.
I am good to drink.
I am good to bathe in.
I am _____.

I am covered with hair.
I have four legs and a tail.
I say "Bow-wow."
I am a _____.

I am white.
I am good to drink.
The cows give me to you.
I am _____.

I fight for my country.
I go to war.
I am brave.
I am a _____.

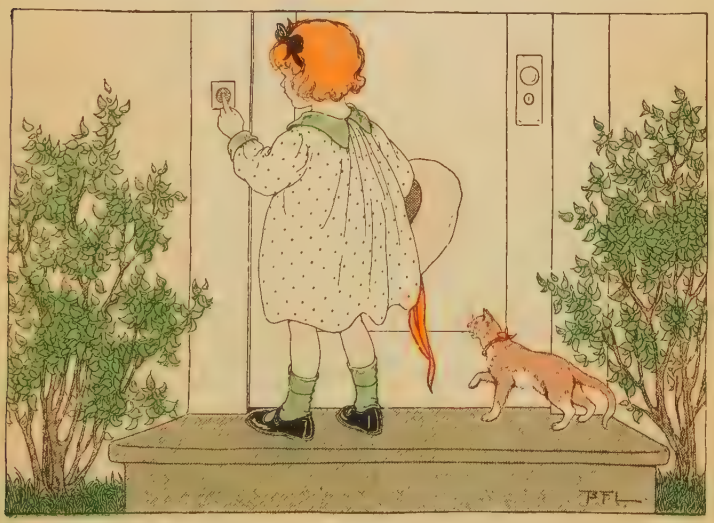
WHEN PEOPLE COME TO OUR HOUSE

When the doorbell rings at our house, I run quickly to open the door. I say, "How do you do?" If it is some one to see my mother, I say, "Won't you come in?" Then I find a chair for the caller. I say, "Please take this chair. I will call mother."

Before I open the door, I always wonder who is ringing the bell.

Once it was the doctor. Once it was the lady who lives next door. Once it was a little girl I had never seen before. Once it was a man who wanted to sell some books.

Mother is glad to have me answer the doorbell. I save her many steps.



DO YOU KNOW HOW TO OPEN A NEW BOOK?

First hold all the pages together. Then lay the book on your desk so that both covers lie flat. The picture shows how to do this. Next open a few pages at the front and press them down against the front cover.

Your teacher will show you how to press the pages down. It must be done just right.

Then open a few back pages and press them down against the back cover. Keep this up until all the pages have been pressed down.

It is a good thing to do this several times with each new book.

Some children are not careful in opening their new books. They bend the covers back so far that the back of the book is broken. Then the leaves get loose. Soon they come out.

sun	rain	cloud
wind	snow	moon

Can you tell what it is:

that is cold and white?
that melts the snow?
that dries the roads?
that moves the cloud?
that turns windmills?
that sails boats?
that warms the earth?
that sails the kites?
that gives light?
that waters the fields?
that shines at night?
that hides the sun?
that gives us rain?

HOW TO ANSWER THE TELEPHONE

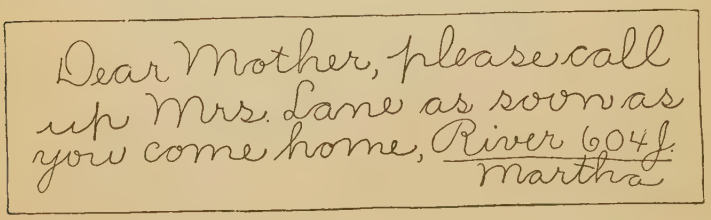
I answer the telephone at our house. This helps mother and father very much. When the bell rings, I run quickly to the telephone. I take the receiver off the hook. I say, "Hello."

If some one wishes to speak to my mother, I say, "I will call her." Then I tell mother that some one wishes to speak to her on the telephone.

If some one wishes to speak to my father, I say, "I will call him."

Sometimes my mother is not at home. Then I say, "My mother is not at home just now. May I take your message?" When some one gives me a message, I try to remember just what is told to me. I give the message to my mother just as soon as she comes home.

If some one wishes to leave a number, I write it neatly on a piece of paper and put the paper where mother or father will be sure to see it.



CAN YOU FINISH THESE SENTENCES?

sour	useful	cold	white
little	sweet	black	round
heavy	sharp	hot	brave

Find the word which belongs in each of these blanks:

A lemon is _____.

Iron is _____.

Snow is _____.

Sugar is _____.

The baby is _____.

A knife is _____.

Coal is _____.

The sun is _____.

Ice is _____.

The soldier is _____.

The fire is _____.

AUTUMN

How do plants show us that fall is here?

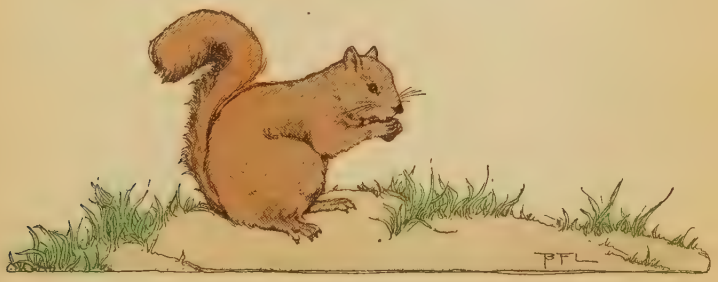
Some of the leaves have beautiful, bright colors. The nuts are ripe. Many of the flowers have gone. The grass is turning brown. The golden pumpkins are in the field.

How do the days and nights show us that autumn is here?

The sun rises later in the morning than it did in the summer. It sets earlier in the evening. The days and nights grow colder.

How do animals show us that fall is here?

The animals are getting warmer coats. The squirrels are storing food for the winter. Caterpillars are spinning cocoons. The birds are flying south to their winter homes.



How do people show us that fall is here?

The farmer is picking the yellow corn. Children have started to school. Mother is making warm clothes for the children. Boys are playing football.

WHAT ANIMALS DO YOU KNOW?

What animal has a trunk?

What animals have horns?

What animal has a bushy tail?

What animal has a curly tail?

What animal has pink eyes?

What animal has a long neck?

What animals do we eat?

What animal gives us milk?

What animal gives us wool?

What animals pull wagons?

What animal drives the sheep?

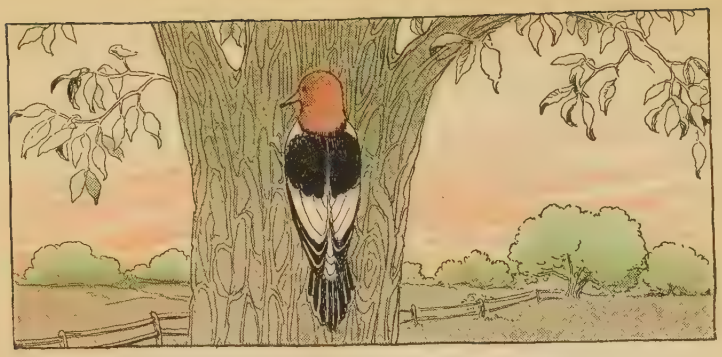
What animals have hoofs?

What is the largest animal?

What tame animals do you know?

Name some wild animals that you know.

What animal has hands and feet?



THE RED-HEADED WOODPECKER

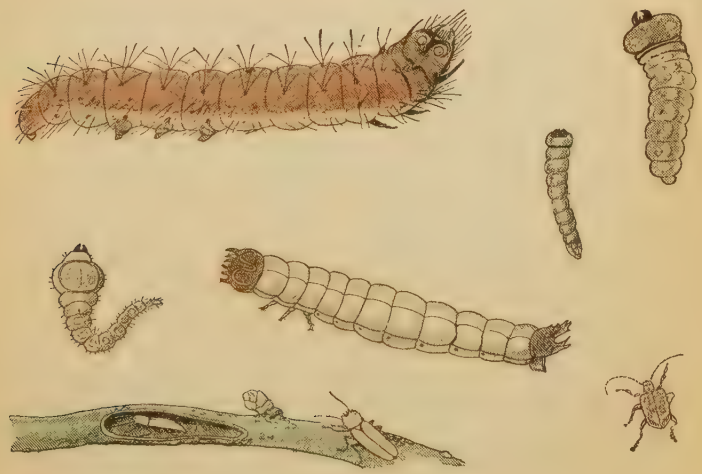
I am a bird of three colors. I am red, black, and white. My head and neck are bright red. My back, part of my wings, and part of my tail are black. The rest of my body is nearly snow white.

I am a red-headed woodpecker. Do you know me when you see me?

I belong to an army. I do not kill men. I kill insects that harm the beautiful, tall trees.

Do you know how I find them? I hunt over the trunk and limbs of the tree. I tap on the bark and listen. If I hear an insect crawling under the bark, I cut a hole with my bill and drag the insect out.

I do not hurt the trees. I help them. I take away the insects that are eating them. Here are some of the insects that I eat.



Do you know how I store away food for the winter? First I must find a place to put my food. Sometimes I use a small hole under the bark of a tree. Often I find a large hole in a tree. Sometimes I find a place behind a board in a fence, or in a crack in a post.

Then I go hunting for beetles and grasshoppers. I like grasshoppers very much. It does not take many to make a good dinner. When I catch one, I carry it to my storehouse.

I put it in a crack so that it can't get out. Then I hunt for more.

When it is hard to find food, I go to my storehouse and eat the grasshoppers.

Did you ever watch me climb a tree?

I have feet that help me run up the trees. Two of my toes point up when I climb, and two point back and cling to the bark of the tree.

My tail helps me to climb, too. Have you seen the sharp, strong feathers in it that help me brace myself against the tree as I climb?

Do you think that you could get along without hands? I can, although I have to get food, keep my home, and care for my young birds. I use my beak for a hand. My beak is also a pick and chisel. With it I can cut a deep hole in the tree trunk for a nest.

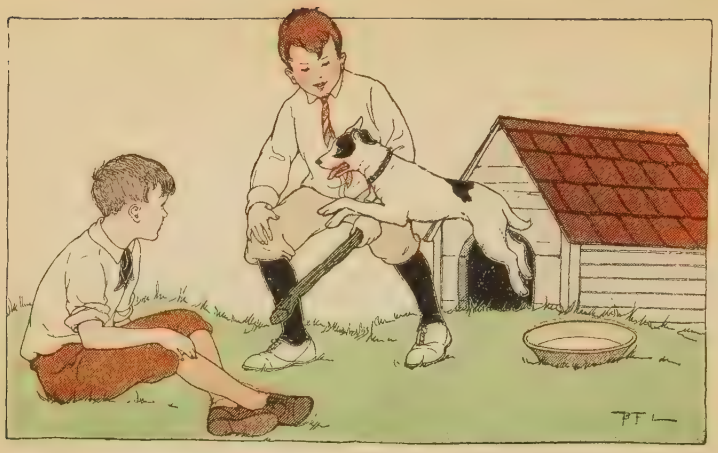
I will tell you about my tongue. It has barbs on it. I use it as a spear. It helps me pull insects out from under the bark.

Head of a flicker, showing tongue

Tip of red-headed woodpecker's tongue (enlarged)

Do you know my babies when you see them?

When my little birds are old enough, they learn a gentle rat-a-tat-tat. They must learn to fly too. They are brave babies to try to fly from their nest. My babies do not have bright red heads. They do not have red heads until they are about a year old.



ONE WAY TO GROW HEALTHY

Which of these two boys would you rather be? Which boy could run and play and have the better time?

The boy on the grass did not eat the right kind of food. He did not drink milk. The boy playing with the dog drank plenty of milk.

Do you know what there is in milk to make you healthy and strong?

It has many kinds of food in it. Young children need all these foods to make them grow. Some of the foods are sugar, fat, and lime.

The sugar is called milk sugar. It is not quite like the sugar in candy. It gives you strength so that you can run and play. It helps you work harder.

The fat in milk helps to keep your body warm. Fat is the part of the milk that butter is made of.

The lime in the milk makes your bones hard and strong. If your bones were soft, you could not stand up.

How much milk do you drink a day? If you drink four glasses of milk a day you will not drink too much.

CAN YOU GUESS THESE RIDDLES?

I am round. Boys bat me.
Children throw me. I am a _____.

I grow on a tree. I have a shell.
Squirrels eat me. What am I?

I have a roof. I have windows.
Children study in me. I am a _____.

I cover the ground in winter.
I am white and cold. What am I?

I grow on a tree. I am red.
I am small. I am a _____.

I grow on a tree. I have a core.
I am sometimes red. I am an _____.

I grow in a field. I am yellow.
I grow on a vine. I am a _____.

People put me in the bank.
I am used to buy things. I am _____.

I grow in a field. I am tall.
I have ears. I am _____.

I am made of wood. I have a back.
People sit on me. I am a _____.

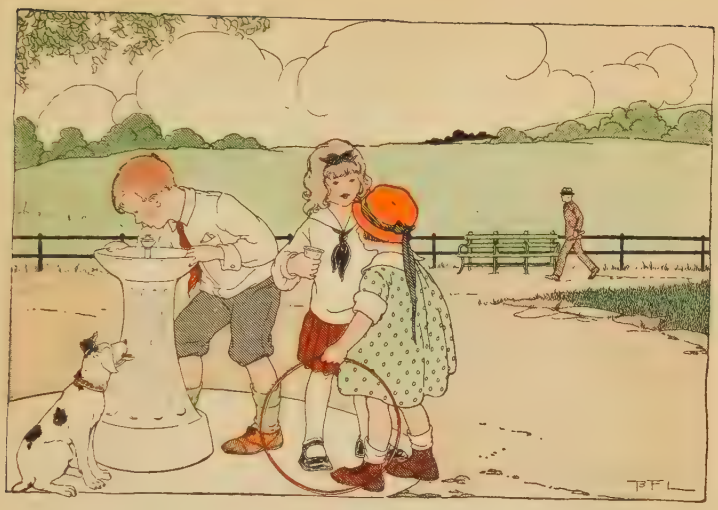
I live in a nest. I am little.
I can fly and sing. I am a _____.

I grow on a tree. I am sour.
I grow in a warm country.
I am yellow. I am a _____.

WATER

What must the firemen have to put out a fire?

The firemen need water to put out fires. When there is a fire, the fire engine comes quickly. The firemen fasten their hose to the hydrant. They throw water on the burning house. Soon the fire is put out.



In what other ways does water help us?

Have you ever been very thirsty? How long do you think you could live without water to drink? No one could live long without it. Even the milk we drink has water in it. Every one should drink plenty of water. Most people do not drink enough water.

Animals too must have water.

In some countries where water is very scarce, men carry water around to sell to people. The man in the picture is carrying water in a sack. The sack is made of leather. He sells water to anyone who is thirsty.

The water that comes down as rain makes plants grow. The picture at the top of this page shows a country where there is plenty of rain.

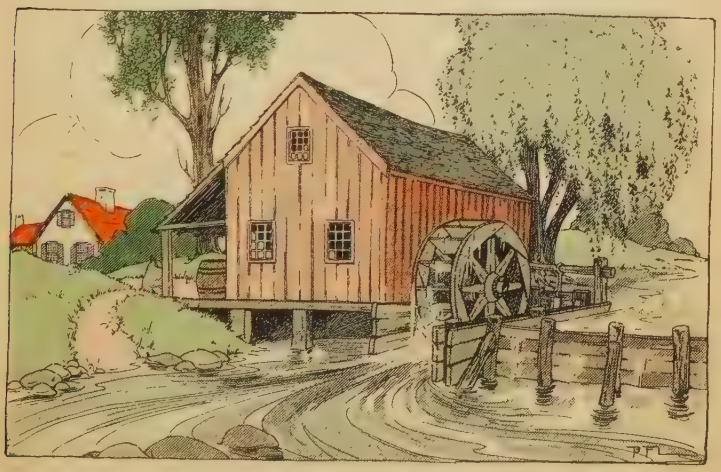
When there is not enough rain, plants do not grow well. Look at the picture at the bottom of the page. This country does not have enough rain to make plants grow well.

Have you ever been on a boat?

Boats travel on the water. Large ships sail only on the ocean, on large lakes, and on large rivers. Smaller boats sail on smaller rivers and lakes. They also sail on the ocean and on large lakes and rivers.

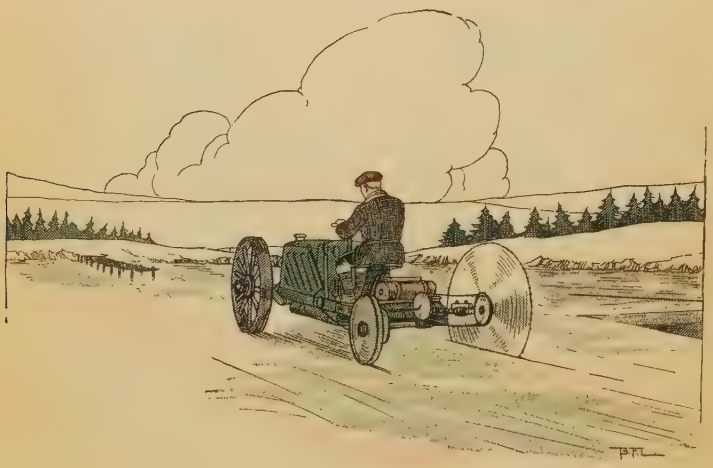
The water makes the wheel of the mill go round. It pushes against the paddle of the wheel. This makes the wheel turn. The wheel turns other wheels in the mill.

This picture shows a water wheel of an old mill. Farmers brought corn to this mill to be ground into meal. Some wheels turn saws which cut logs into lumber.



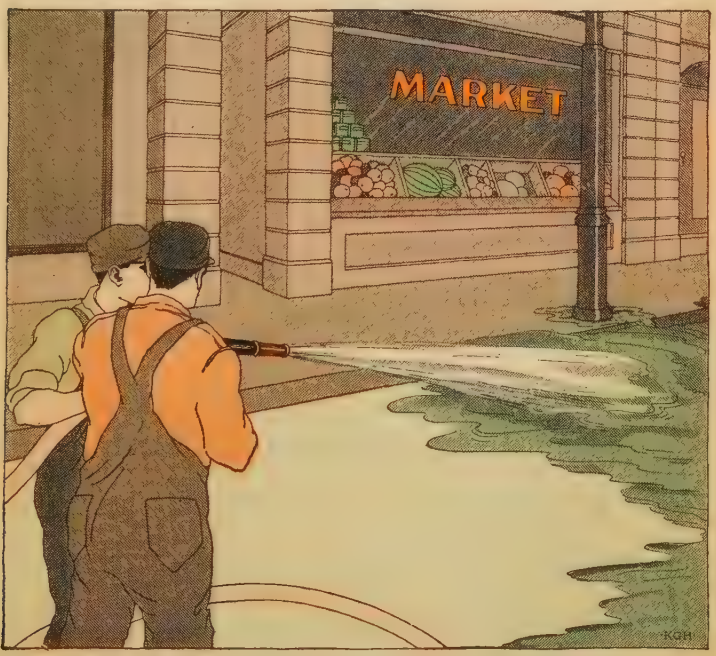
If we had no water, we could have no ice. Ice helps us to keep our food fresh. Some ice is made in ice factories. Much ice is taken from lakes and rivers in the winter.

Men saw the ice into blocks. They put it into ice houses. They cover it with sawdust so that it will not melt. In summer, when it is hot, the ice man brings it to our homes.



Water helps us to keep clean and healthy. We need it to bathe in. We need it to wash our clothes. We use it in washing our dishes and in cleaning our floors and windows.

Cities use it in washing the streets and sidewalks.



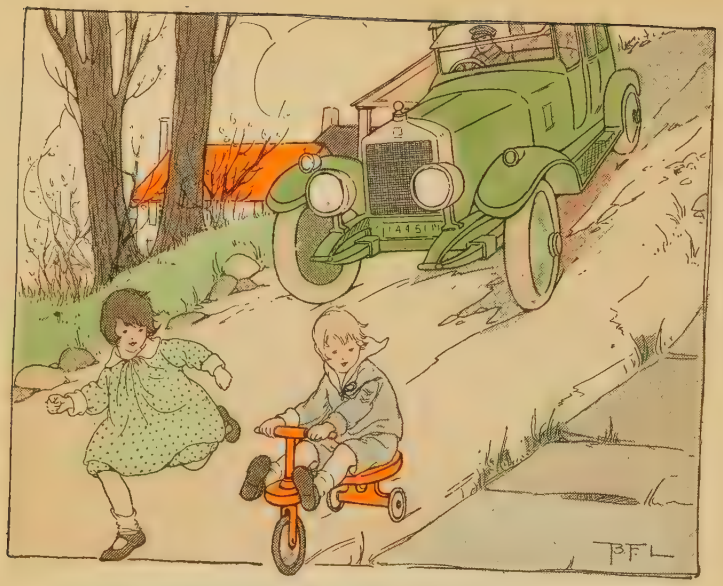
How should you like to be here?

Most boys and girls like to wade in the water. They think that this is the best use for water.

Water makes sand out of rocks by rubbing them together. The water brings the sand to the shore. Children like to play in the sand.

WHAT YOU SHOULD DO

What should you do
when you cut your hand?
when your hands get dirty?
when your room is too hot?
when you are about to sneeze?
before you cross a car track?
before running across the street?
when visitors come into the room?
if the rain comes in at your window?
if you get something in your eye?
when mother asks you to help her?
when you must go out in the rain?
when a baby runs into the street?
when your clothes or shoes are wet?
if baby's clothes should catch fire?
before you open a friend's door?



STREET SAFETY

Did you ever hear of a child who was hurt while crossing a street?

Did you ever hear of a child who was hurt while playing in a street?

Many children are hurt every month while crossing the street. Many are hurt while playing in the streets.

Sometimes those who drive automobiles are to blame when children are hurt. Sometimes the children are to blame.

What can you do to keep from being hit by a car?

Do not play in the street.

Do not roller-skate in the street.

Before crossing the street, look both ways to see if a car is coming.

Cross the street only at crossings.

When in the street, do not stop to look around.

If your hat blows into the street, look for cars before you go after it.

If your ball rolls into the street, look carefully before you run to pick it up.

DO YOU KNOW THESE COLORS?

red	orange	yellow
gray	blue	violet
black	white	green

Here are the names of some colors.

Would you know these colors if you saw them?

Learn their names.

Now try to answer these questions:

What color is a lemon?

What color is grass?

What color is the sky?

What color is snow?

What color are cherries?

What color is coal?

What colors are in our flag?

What color are violets?

What color are carrots?

What color is used as a sign of danger?

What color is this book?

What color is a crow?

What color are leaves in autumn?

What color is a mouse?

What color is the light on the back of a car?

What colors are balloons?

What colors do all Americans love?

Can you tell me something that is gray?

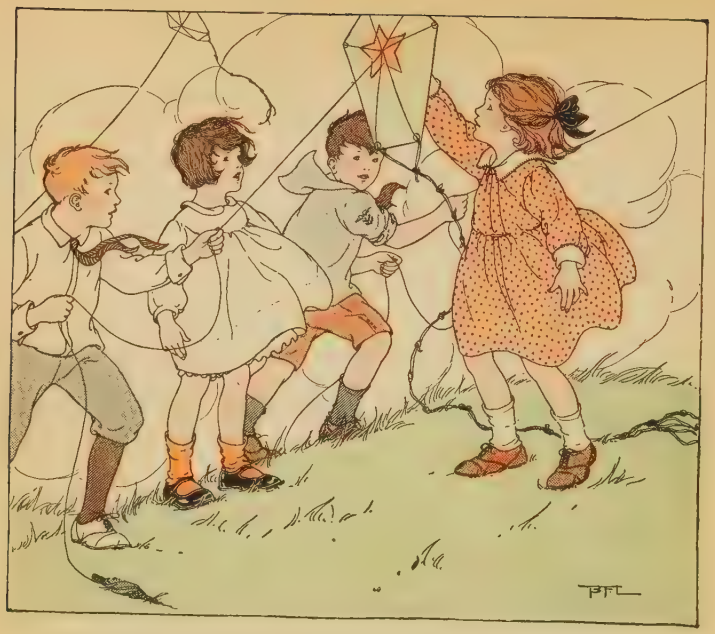
Can you see something that is green?

What do you eat that is white?

What color is an orange?

What color is the sun at sunset?

What color do you like best?



WIND

What are these children doing? Have you ever had a kite?

Have you tried to fly it on a windy day?

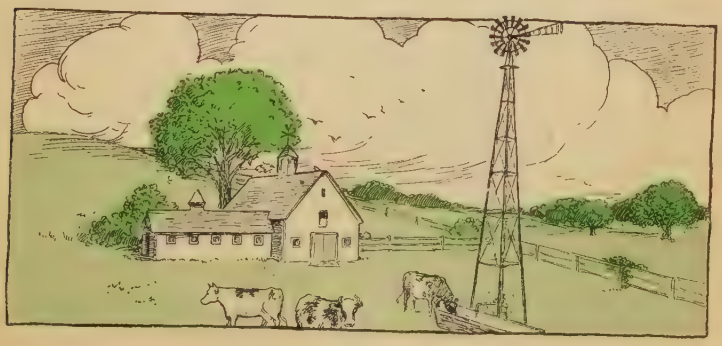
It is great fun. The wind makes the kite go.

What is the wind?

Wind is air that is moving. When the air moves slowly, there is not much wind. When it moves swiftly, we say that the wind blows hard.

We cannot see the wind, but we can see what the wind does. We can see trees bend. We can see the leaves and papers scatter.

When we are outdoors, we can feel it push against us. Can you think of other things which the wind does?



Have you seen it turn a windmill?

In this country most windmills pump water for the farmer. They help him a great deal.

In Holland the windmills help the farmer churn his cream and grind his grain. Holland is across the ocean.

Which do you think is the picture of a windmill in Holland?

Wind makes some kinds of ships go. These ships have sails. The wind blows against the sails. It pushes the ships through the water.

Not all ships have sails. Most large ships now have engines in them. Many small boats have gas engines. These engines burn gasoline. Some boats have sails and an engine too.

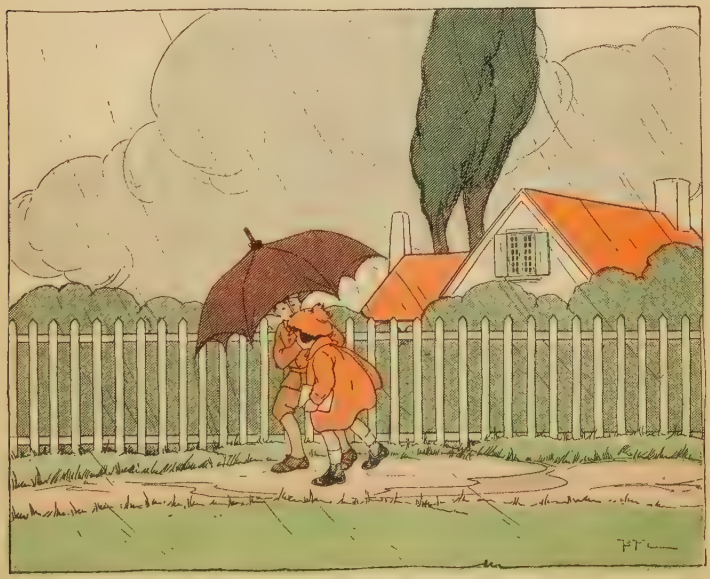
Look at the picture. How many boats are sailboats?

In the autumn the wind blows the leaves from the trees and sends them whirling to the ground. Did you ever try to catch leaves as they blow from the trees? It is good sport.

The wind blows the leaves into piles against fences and buildings. It is fun to jump into piles of leaves. Most children like to play in the leaves.

The wind brings the rain and snow. If we had no wind, we should have no rain or snow. The wind blows the clouds to us.

The wind also makes it cool. In summer the nights are pleasant when the wind blows. In the winter the north wind makes it very cold.

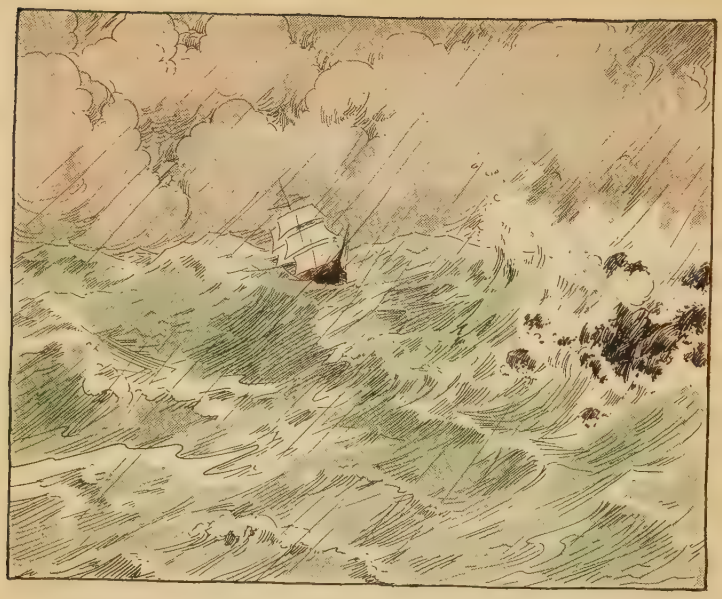


The wind is not always our friend. In winter it makes deep snowdrifts in the streets and in the roads. Have you ever helped to make a path through the snow?

In some places the wind makes snowdrifts on the railroad track. Sometimes the drifts are so deep that the trains cannot run. The trains must wait until the drifts are cleared away.

This picture shows how sidewalks are sometimes cleared of snow.

The wind makes drifts of sand.
This is a picture of a desert.
A desert is so dry that few things can grow there. When the wind blows hard in a desert, the air is filled with sand. It blows the sand into great drifts. You can see the drifts of sand in this picture.



The wind makes storms at sea. It blows against the water. It makes great waves in the water. You can see them in the picture.

Sometimes the great waves sink a ship. Sometimes a ship is blown against sharp rocks. It is hard for a ship to sail in a storm.

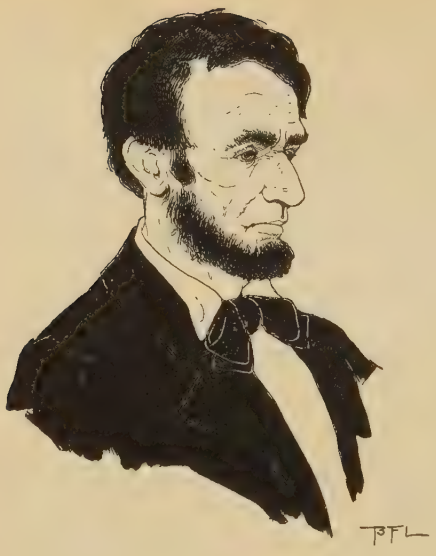
Sometimes the wind blows very hard on land. It blows trees over. It blows the telephone wires down. It blows the farmer's haystacks over.

It plays pranks on us too. It turns our umbrellas wrong side out. It blows our hats off. It scatters our papers all about.

The wind scatters seeds everywhere. Many of these seeds are weed seeds. Many seeds have little wings. The maple seed has broad, flat wings. The dandelion seed has fluffy wings. The wind blows these seeds all around. What seeds that have wings have you seen?

Why should you not play in any of these places? Think of as many good reasons as you can.

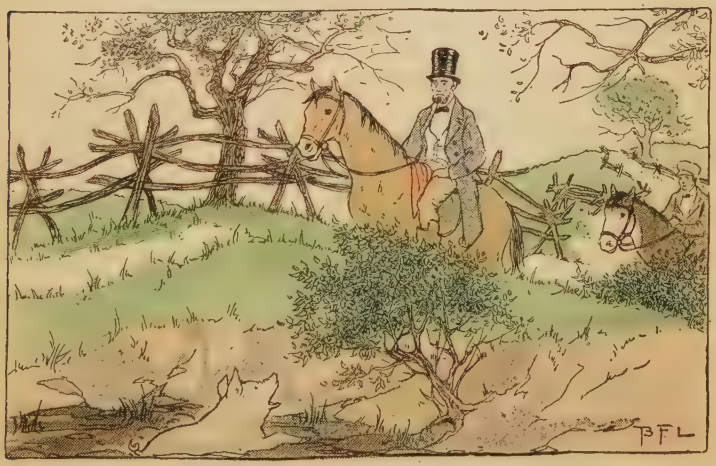
1. In the street.
2. On the railroad or street-car tracks.
3. In new buildings before they are finished.
4. Where buildings are being torn down.
5. Too close to deep water.
6. On piles of lumber or wood.
7. Too near a bonfire.
8. Where men are digging ditches.
9. On telephone poles or electric-light poles.



ABRAHAM LINCOLN

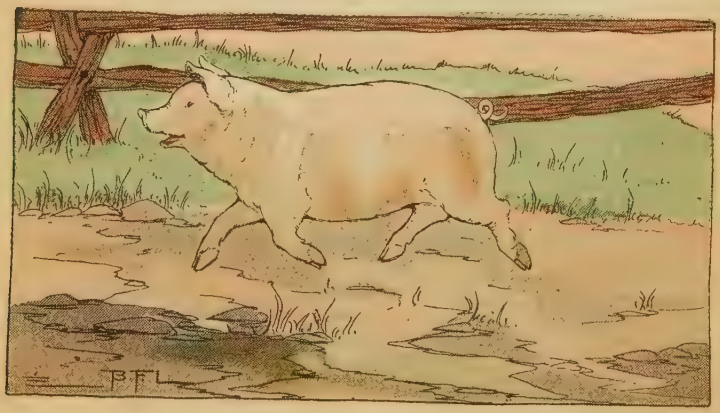
All children loved Abraham Lincoln. Do you know why? It was because he was always kind. He was kind to children and to grown-up people. He was kind to animals too. He could not bear to see an animal suffer.

One day Lincoln was riding along a country road. He was with some other men. The road was very muddy. All at once they saw a pig stuck in a mudhole. It was trying hard to get out, and it was squealing as loud as it could. The men laughed at the pig. They thought it looked funny. Do you think that Lincoln laughed? No, he felt sorry for the pig.



He rode on with the men for a little while. He could not forget the poor pig that was trying so hard to get out of the mud. At last he turned around and rode quickly back to help the pig.

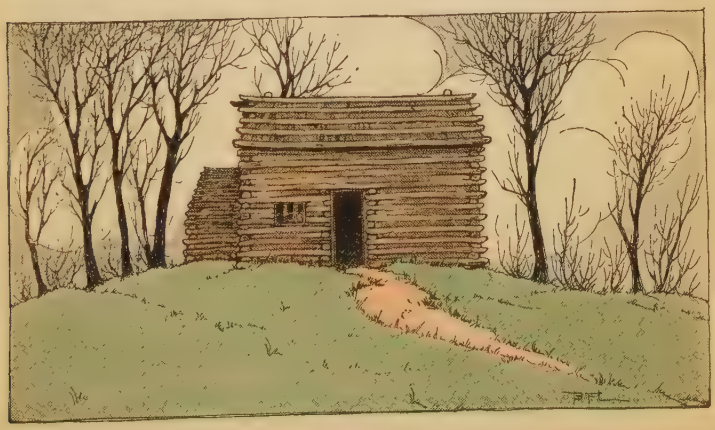
He took some rails from a fence. With their help he lifted the pig out of the mud. It was not hurt at all. It ran off, flapping its ears and grunting happily.

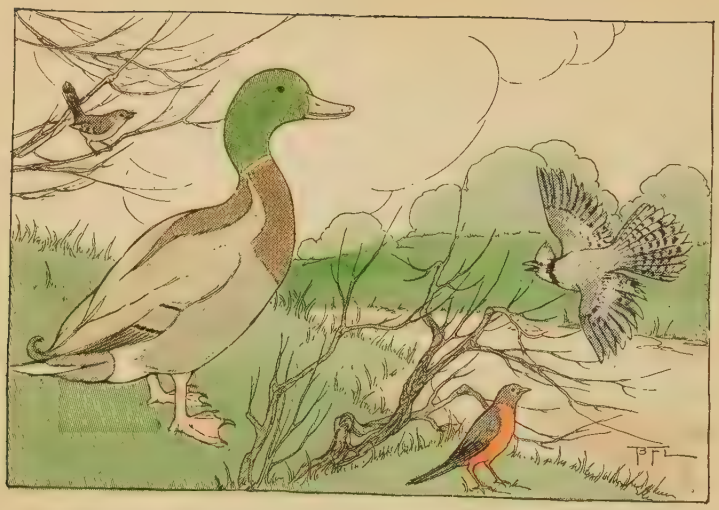


But you should have seen Lincoln's clothes! They were covered with mud.

When the men saw Lincoln, they began to laugh. They knew he did not often have a new suit of clothes. They told him he was foolish to do so much for a pig.

This is what Lincoln said to them: "That farmer's children might have to go barefoot next winter if he lost his pig." Do you know what he meant?





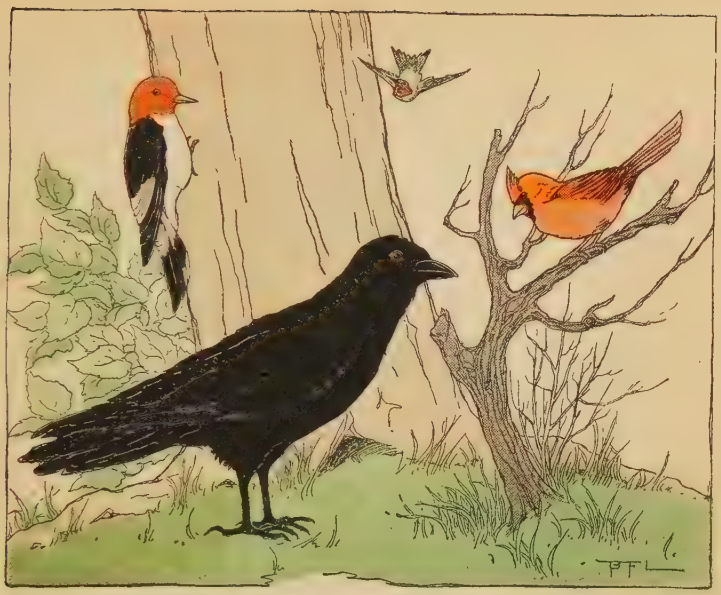
DO YOU KNOW THESE BIRDS?

Which bird has a green head, web feet, and a flat bill?

Which bird has a crested head and a long beak?

Which bird has a small body, a tilted tail, and a brown back?

Which bird has a rusty-brown breast and a plump body?



Which bird has a tiny body, bright colors, and a long, slender bill?

Which bird has a red head, and a white spot on each wing?

Which bird has a red-crested head and a short bill?

Which bird has a large body and is black all over?

Which bird has a hooked bill and ear tufts?

Which bird has a bright-blue back?

Which bird has a black body with a red spot on each wing?

Which bird has a yellow breast and a black collar?

ARBOR DAY

Arbor Day means tree day.
It is a day for planting trees.
Do you know when Arbor Day comes?

Why should we plant trees?

Trees are our friends. They are useful as well as beautiful. They shade us from the summer's sun. Birds build their nests in the trees.

The color and shape of the trees help to make our country beautiful. In the spring they are a pretty green, and in the fall they have many beautiful colors.

Why do we like the hard maple?

The hard maple is one of the best shade trees.

It has blossoms which the bees like. The sap of this tree is very sweet. Early in the spring people often tap this tree to get maple sap. This sap may be boiled down until it becomes maple sugar.

Do you know the hard-maple tree when you see it?

What trees are always green?

Some trees are always green. They are called evergreens. Our Christmas trees are evergreen trees. The names of some of the evergreens are spruce, fir, and pine.

What do trees give us for our homes?

Trees give us lumber for our houses. They give us lumber for the furniture too.

This picture shows men cutting down trees. The trees will be made into lumber.

What other things are made of wood?

Trees give us many things which we use every day. The paper in this book is made from wood. Wood is used in making your pencils, chair, and desk. Can you think of other things which are made of wood?

Trees are sometimes used for fuel. Do you burn wood to heat your home?

How many uses for wood can you see in this picture?

What do trees give us to eat?

Trees give us many kinds of seeds which can be used for food. Walnuts, hickory nuts, chestnuts, and pecans grow on trees. The acorns from oak trees are eaten by hogs and squirrels.

Trees give us fruit too. Apples, peaches, cherries, and pears grow on trees. Fruit trees grow in all parts of our country.

Oranges, lemons, olives, and figs also grow on trees. They grow only where it is warm.

What fruit have you seen growing on trees?

This is a picture of a forest fire. Thousands and thousands of trees are burned in forest fires each year.

Many such fires are caused by careless people who throw lighted matches on the ground. Some fires are caused by people who do not put out their camp fires.

Sometimes fires are started by sparks from a train. A fire may be started even by lightning.

This is a picture of land where the trees have been cut down. So many trees are cut down each year that we do not have many big trees left.

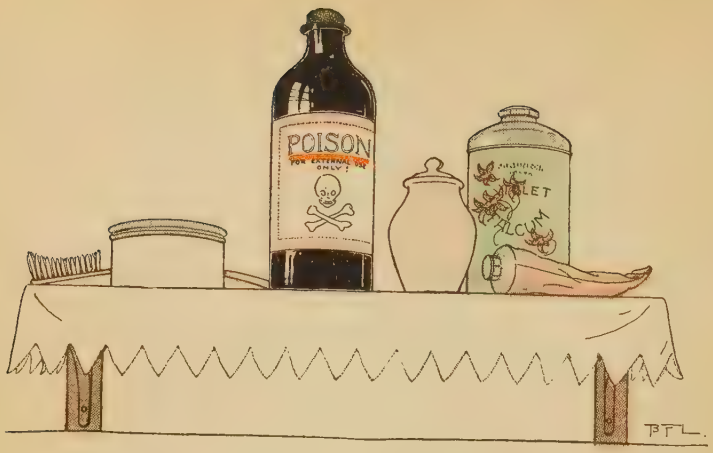
Every year we should plant new trees to take the place of those that have been cut down or burned.

Over fifty years ago a man asked the people in his state to have a special day for planting trees. More than a million trees were planted on that day. Now most states have a day for planting trees. This day is called Arbor Day.

WHAT SHOULD YOU SAY?

What should you say

when you are given something?
when you leave a friend's party?
if some one gives you a present?
if you step on somebody's foot?
when you answer the telephone?
if you wish to have some bread?
when you leave a friend at night?
when some one says "Excuse me"?
when you wish to leave the table?
when a friend leaves your house?
to your friends on Christmas day?
if you do not care for more food?
if you must pass in front of any one?
when you meet one of your friends?



POISON!

Do you know what the picture on this bottle means?

It means that you must not drink what is inside of the bottle. The word on the bottle says "Poison." Whenever you see that sign, keep away from the bottle which it is on. You may die if you drink out of a bottle marked "Poison."

Sometimes there is no sign on things that have poison in them. Never eat anything unless you know that it is good, clean food. Food which is found on the street or in a yard is not fit to eat.

One day a little boy was going to school. He found some cake. He picked it up and ate it. Some of his little friends saw him do it, but they would not eat any of it.

Soon after school began he became sick. He was so sick that he cried. His teacher had him lie down, but he got sicker and sicker. Then his teacher telephoned for the doctor. She telephoned for his father and his mother.

Before any of them could get there, the little boy died.

When the little boy was dead, the doctor found out what he had eaten. He said that the cake had poison on it. He thought it had been put out by some careless person to poison rats.

You have learned four things in this lesson:

1. What a "Poison" sign looks like.
2. Never to eat or drink anything that has a "Poison" sign on it.
3. Never to drink out of any bottle unless you know just what is in it.
4. Never to eat anything that you pick up on the street.

DO THIS AND DO THAT

Here is a game that you will like. It is called "Do This and Do That." Do you think you can learn to play it? This lesson tells you just how to do it.

First you must choose a leader. Whom will you choose for a leader?

The leader will go to the front of the room. You must watch him very carefully and listen to what he says.

When he says, "Do this," do just as he does. When he says, "Do that," do not do as he does. He will try to catch you. If you do what he does when he says "Do that," you are out of the game. If you do not do as he does when he says "Do this," you are out of the game.

Leader, place your hands over your eyes and say, "Do this." Should all the children now put their hands over their eyes?

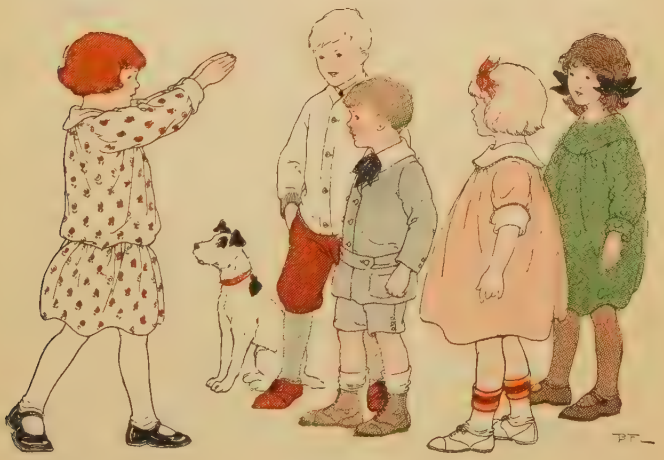
Leader, stand on your toes and say, "Do that." Should all the children stand on their toes?

Do you think that you can play the game now? When you are leader, see how many things you can think of to do.

Look at the picture on page 97. Look at the picture on this page.

In which picture is the leader saying, "Do this"?

In which picture is the leader saying, "Do that"?



TREES

Can you tell which trees:

(1) give us small, red fruit?

(2) give nuts with a black, rough shell?

(3) give the best shade in summer?

(4) stay green all winter?

(5) give us yellow, sour fruit?

(6) give us wood to make chairs and tables?

(7) give us one kind of sugar?

(8) give us large, round fruit?

(9) have very smooth bark?

(10) have very rough bark?

(11) have needles on them?

(12) give us wood to make houses?

THE ROBIN

Do you know robins when you see them?

You can tell them by their plump, reddish-brown breasts.

Does the father robin look like the mother robin?

The father robin looks very much like the mother robin.

The father is a little brighter in color than the mother. He has a black head, a white throat, and a white spot above each eye. His back is gray, and his tail feathers are black with white tips. His wings are a brownish-gray. His bill is yellow. His legs are almost black.

The mother robin does not wear such bright colors. Her breast is not quite so red as the father robin's. She looks as if the rain had washed off some of her color.

Do you know the robin's song?

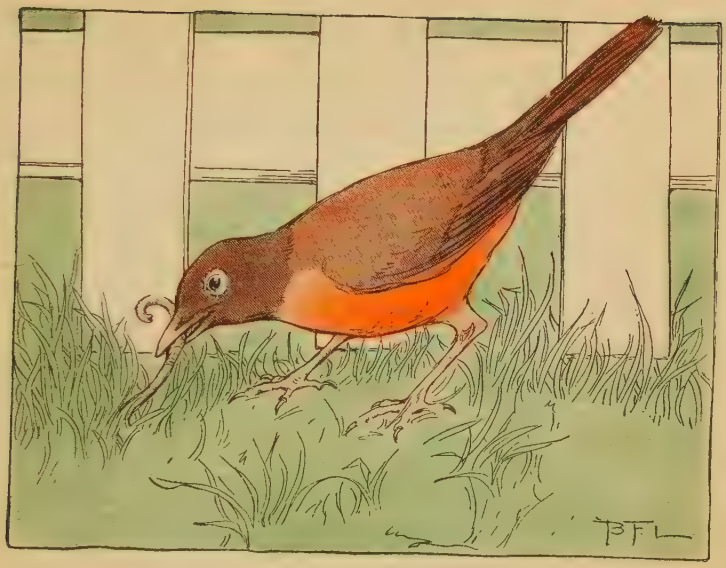
Robins are happy birds. They sing in the morning and in the evening. Sometimes the best song is sung before the sun is up. It sounds like "Cheer-up! Cheer-up!"

Robins have many calls, too, but we do not always know what they mean. They have one call which they give when they are afraid. When one bird gives this call, the other robins know that there is danger near.

What do the robins eat?

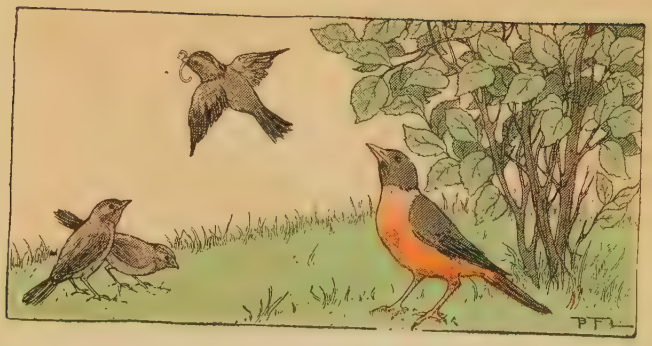
Robins eat many kinds of insects and worms. They like wild fruit too. Sometimes they eat the farmer's cherries. They pay for these by eating insects that hurt the trees. They also eat the worms that kill the grass.

Robins are busy birds. They hunt food most of the time for the baby birds.



Did you ever see a robin hunting worms?

He cocks his head on one side and listens to see if he can hear a worm in the ground. He hops about until he can hear one. Then he puts his bill in the ground and pulls out the worm.



Did you ever see sparrows take worms from a robin?

They follow him until he finds a worm. Just as he pulls it from the ground, they grab it and fly away. The robin does not get angry. He does not seem to understand what has happened. Sometimes the sparrows take four or five worms, one after another.

The sparrow has a short bill and so he cannot dig worms for himself.

Where do robins build their nests?

The robins are friendly birds. They trust us. They like to have their nests in the trees near our homes.

How do robins build their nests?

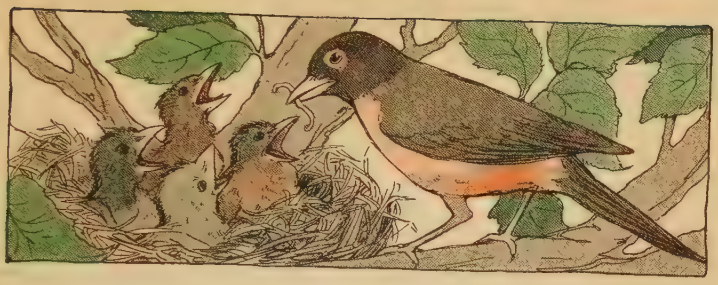
The nest is made of grass, leaves, string, and sticks. It is plastered together with mud. This makes it strong. The mother robin does most of the work in making this nest. She shapes it with her breast.

Can boys and girls help build nests?

You can help the robins by putting bits of string where they can find them. Do not go near the place where they are building their nest. If you do, you will frighten the robins away.

Why do robins need a nest?

The mother robin lays from four to six pretty eggs in the nest. They are a light blue. The mother robin stays on the nest most of the time until the eggs are hatched. The eggs must be kept warm. The father robin stays close by and sings to her. He feeds the mother bird. He stays on the nest while the mother bird rests.



How do the baby robins get their food?

In about two weeks the baby robins come out of the eggs. At first they are too weak to get out of the nest. How busy the old birds are! They have to work hard to get food for the little birds. Whenever they come near the nest, the baby birds open their big mouths to have them filled with worms. The old robin drops a worm, or a part of it, into the baby's mouth.

How do the baby robins get out of the nest?

At first the baby robin has no feathers. He is covered with a fine down. As the baby robin grows he gets feathers. The little robin grows very fast. Soon he begins to move around and stretch his wings. He climbs onto the edge of the nest.

Some day he will fly off to a near-by branch. He does not fly very well at first. He may fall to the ground. Then how frightened the mother and father robins are! They fly around and around the baby bird. They try to get the baby robin to fly up into a tree.

How can you help the young robins?

This is the time to keep close watch on the cat. You can keep cats away from robins. Most cats will eat them. The young robins cannot fly well enough to keep out of the reach of the cat's paws. One cat has been known to kill all the baby robins in six nests in one day.

You can tell the young robins by their speckled breasts.

What must the baby robins learn?

The baby robins have many lessons to learn.

They must learn to fly so well that cats or dogs cannot catch them. They must learn how to find worms, too.

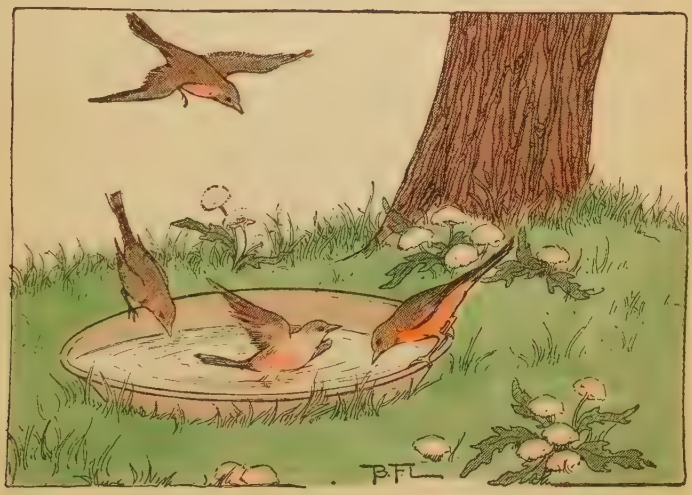
They must learn the songs and calls of the father and mother robin.

Will the father and mother robin have more baby robins?

The robins will have another family of baby robins to care for before the summer is over. Sometimes they have three families in one summer.

How do the robins keep clean?

The robins keep their feathers very clean. They like to bathe in the cool water. On hot days they hunt for a pool of water. They have much fun splashing about in it.

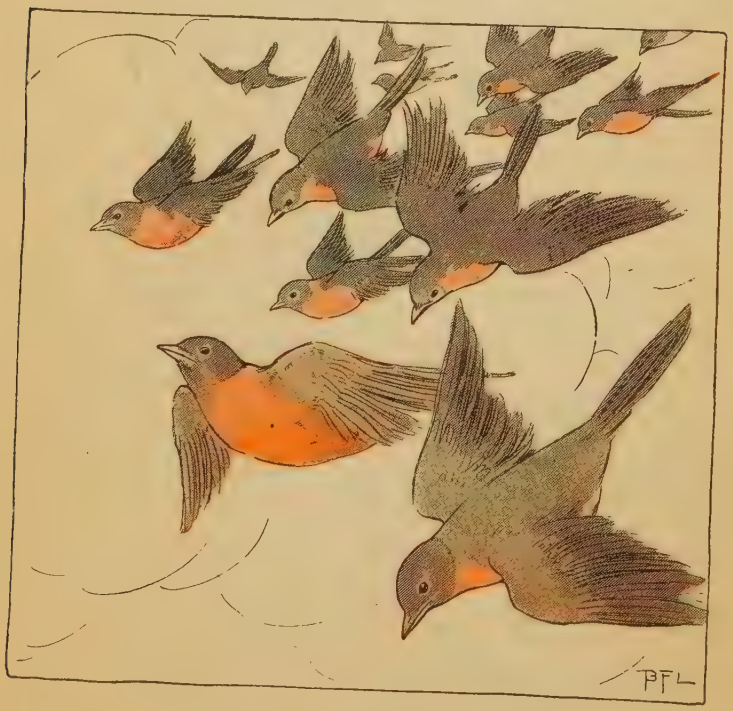


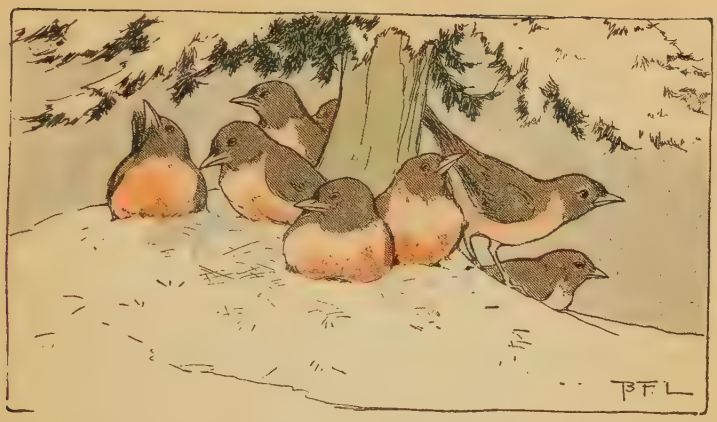
The robins will be glad if you put a pan of water in your yard for them to bathe in.

Where do robins go in winter?

In the fall most of the robins leave the North and go south, where it is warm, to spend the cold months.

This picture shows a flock of robins in the South.





A few robins stay in the North in spite of the cold and snow. They find warm places under bushes and evergreen trees.

When do the robins return?

Robins are among the first birds to return in the spring. When people in the North look out of their windows in the early spring and see a robin, they say, "Spring is coming"!

HOW TO CARRY SHARP THINGS

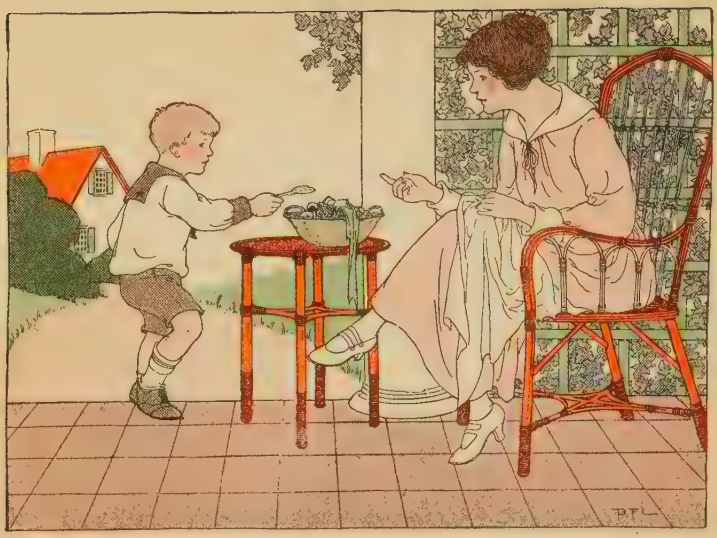
John was playing on the floor with his toys. His mother said, "Please bring me the scissors. You will find them on the table in the sewing room."

That very morning his mother had said, "You should never run with scissors in your hand. They have very sharp points. The only safe way to carry sharp things is with the points down."

When John found the scissors he picked them up carefully with the points down. Then he ran back as quickly as he could.

Just as he came into the room where his mother was, he tripped on a rug and fell very hard. The sharp points of the scissors stuck in the floor. John looked at them. Then he said to his mother, "I forgot that you said not to run with sharp things in my hand. It's a good thing I remembered to turn the points down, isn't it?" His mother said, "Yes. If those sharp points had stuck into you, you would have been hurt very badly."

Can you show how to carry scissors?



Some people put a spool over the points of scissors to make it safe to carry them.

Knives, forks, and pens also have sharp points. What other things have sharp points? All such things should be carried with the points down.

Do you know how to hand things with sharp points to any one?

Hold the sharp ends in your own hand. Put the other end in the other person's hand. This is the safe and polite way to do it.

Even a small object with a sharp point is not safe unless it is used carefully.

Sometimes, without thinking, a child puts pins or needles in his mouth. Never do it. They are easily swallowed. Think of other things which should not be put in your mouth.

Never put any of these things in your mouth.

SLEEP

Did you know that sleep helps to keep you well?

While you are asleep, your body is resting and getting ready for more work and play. While you sleep, your body is also growing.

Babies sleep most of the time because they are growing so fast. Children must also sleep a great deal so that they will grow fast.

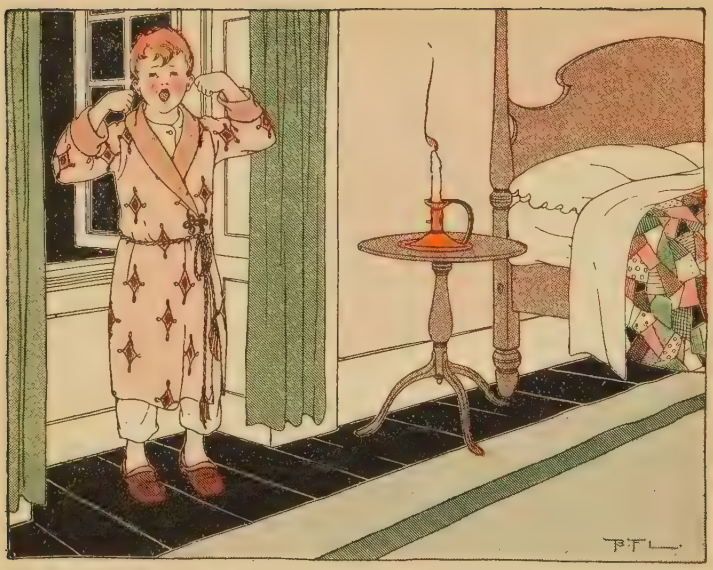
How much sleep do you need?

If you are five or six years old, you need to sleep twelve hours. If you are seven or eight, you need to sleep eleven hours. When you are older than eight, you do not need quite so much sleep. But even boys and girls twelve years old should sleep at least nine hours.

If you find you are not ready to get up in the morning, you have not had enough sleep. This means that you should go to sleep earlier.

Do you go to bed at the same time every evening?

Do you go to sleep just as soon as you can after going to bed?



Can you answer these questions about sleeping?

Should you sleep with the windows open?

If a window is open, the fresh air can come into your room. You need fresh air to help you grow while you sleep.

Should you let the light burn in your room?

Your room should be dark. Your eyes rest best when it is dark.

What kind of bed is best for you?

Your bed should be flat and smooth. Your pillow should be small. A big pillow raises the head too much. It keeps your neck from growing straight. You will rest better if you use a small pillow.

How should you lie in bed?

Lie on your right side. Put your legs out straight. This helps your back to grow straight.

Can you tell five things you should do to sleep well?

WHAT HELPS YOU TO KEEP NEAT?

I am a cake, but you do not eat me.
I make you clean. You use me when you wash. What am I?

I have a brush and a handle.
Children should use me every day.
I keep your teeth clean.
I am small. What am I?

Everybody likes me.
I make things clean.
I am good to drink.
Guess my name.

I am long. I am flat.
I am narrow. I have teeth.
I make your hair look neat.
Everybody uses me. What am I?

SIGNS

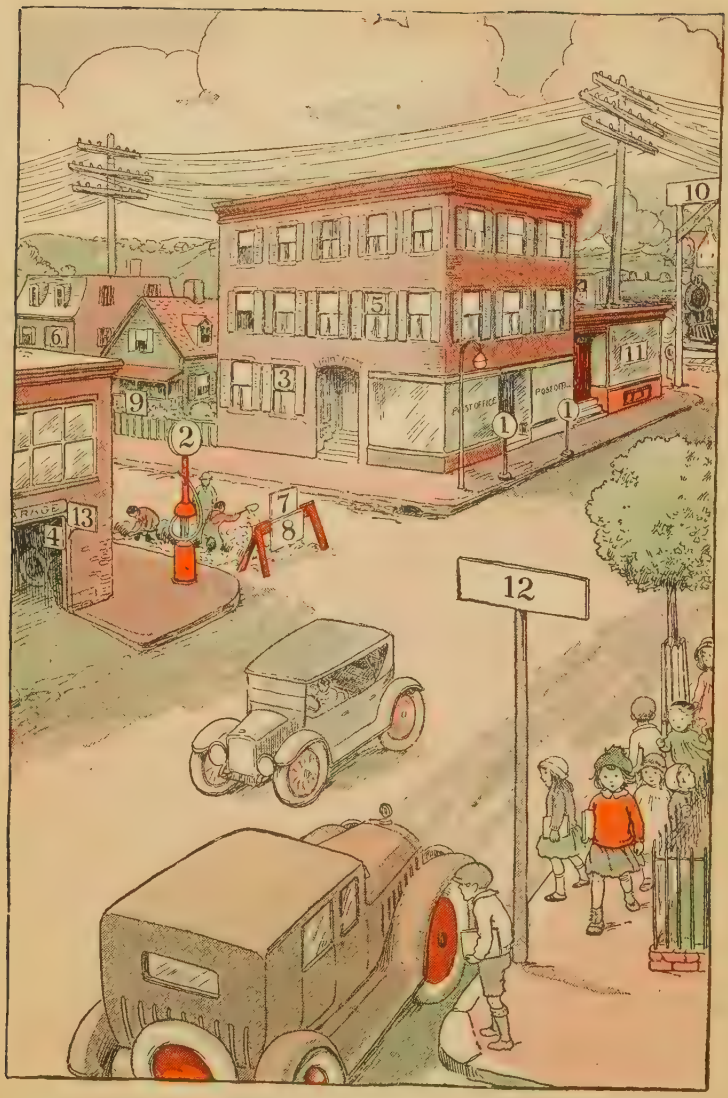
Do you know what a sign is? What are signs for? Tell some signs that you have seen.

On this page you will see some signs. Spaces for these signs are shown in the picture on the next page. Look at the first sign. What is the number of the space to which it belongs? Find where each sign belongs.

FREE AIR
DANGER!
GAS
FOR RENT
FOR SALE
ROAD CLOSED

SCHOOL—GO SLOW
HOUSE TO LET
STOP! LOOK! LISTEN!
DO NOT PARK HERE
ROOM FOR RENT
ROOM AND BOARD

LOOK OUT FOR THE CARS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POST OFFICE
Post Office
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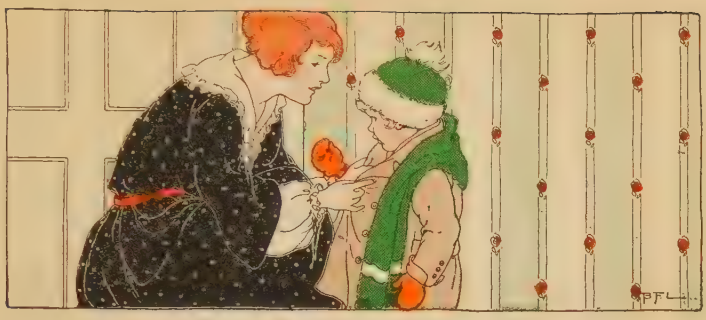
8
13
4
12



WOOL

When winter comes, mother puts my warmest clothing on me. I wear a warm sweater and cap. I wear my warmest overcoat.

She buttons my overcoat up snugly. She says, "This will keep you warm. This coat is made of wool."

"What is wool, mother?"

Then mother tells me a long story about wool. She tells me where my winter coat came from.

My winter coat and the winter coats of sheep do not look very much alike. But mother says the sheep's winter coat can be made into a warm winter coat for me.

This curly winter coat of the sheep is called wool. Mother says that when the spring days come the sheep are too hot with such a warm coat. I find my winter coat too warm also when spring days come. I brush it and lay it away in the cedar chest.

Mother says the sheep cannot lay off their coats so easily. They must have help. So their owners help them.

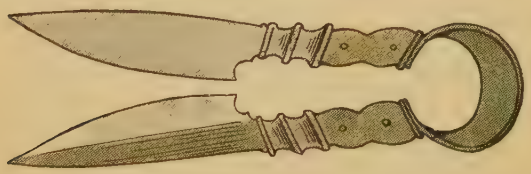
How is the wool taken off the sheep?

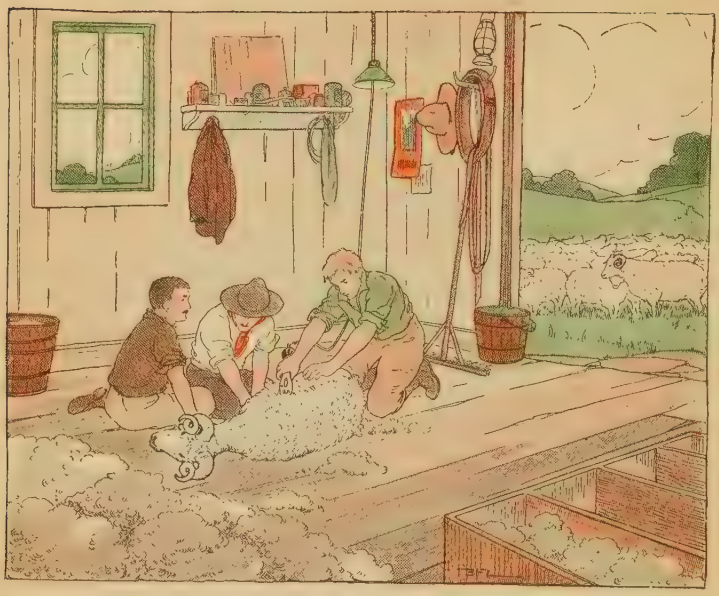
Men cut the wool off. They call this shearing the sheep. Shearing is done in two ways.

One way is to cut the wool off with hand shears. These shears look like a large pair of scissors.

This is the old way to do it. The wool cannot be cut off very evenly. It takes a long time to shear sheep this way. It is not so good as the new way.

Here are a pair of sheep shears.





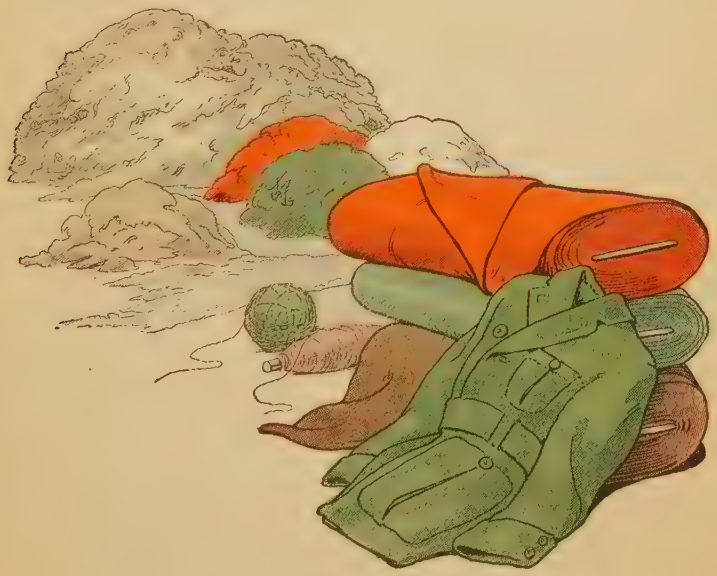
Most men now use a machine to shear the sheep. This machine cuts off the wool evenly and quickly.

Many sheep can be sheared by a machine while one is being sheared in the old way.

If you had a large flock of sheep, how should you shear them?

Is the wool now ready for mother to make it into a coat?

No, many things must first be done to it. It must be washed and cleaned. It must be dyed. It must be made into yarn. The yarn must be made into cloth. Then it will be ready to be made into a coat.



Tell me when you should say:

"Thank you."
"Excuse me."
"I beg your pardon."
"Good morning."
"Good evening."
"Good night."
"Happy New Year."
"Merry Christmas."
"Good-by."
"Come again."
"You are welcome."
"I am sorry."
"How do you do?"
"Good afternoon."

BEARS

Do you know the story of "The Three Bears?" It is the best story about bears. Of course, it is not true. It is just a story.

Bears do not live in houses. They do not have beds like ours. They do not have chairs. They do not eat out of dishes. They do not wear clothes. They do not talk as we do.
Yet we all like the story of "The Three Bears."

Have you seen bears in a park or in a circus? What does a bear look like?

They do not all look the same. There are many kinds of bears. Some are white, some are black, and some are brown. Some are very large and some are rather small. Some live in warm countries and some live in very cold countries.

How many kinds of bears do you know?

This is a black bear.

Black bears are the most common of all the bears in this country. They are black all over except their noses and breasts. Their noses are brown. Sometimes they have some white on their breasts.

They are big and very strong. Some black bears are twice as large as the largest dog.

They are not dangerous if they are let alone. They try to keep away from people. But if someone tries to catch a baby bear, the mother bear is very fierce.

Black bears will eat almost anything. They like honey. They are fond of nuts and berries. They sometimes steal the farmer's pigs. They turn over stones to eat the bugs under them. They tear up old logs to get the ants and other insects.

Have you ever seen a trained bear?

A trained bear will dance. He will salute the flag. He will carry a stick as if it were a gun. He will fall down as if he were dead. Most trained bears are black bears.

This is a polar bear.

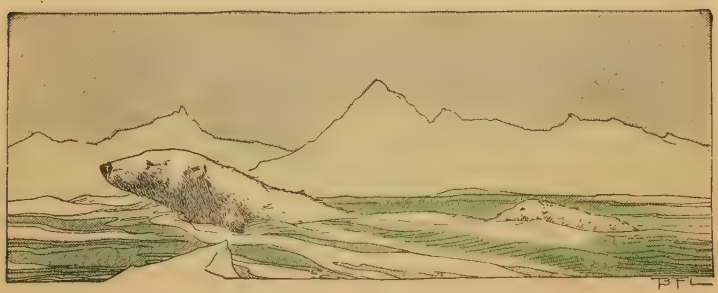
He has beautiful white fur. He is very large. In one park there is a polar bear that is eight feet high when he stands on his hind feet.

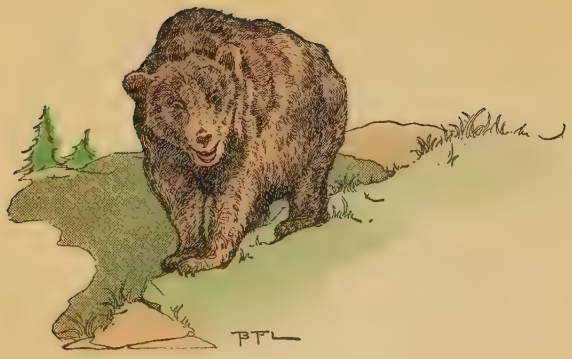
The polar bear lives in the far north. He spends most of his time on the ice or in the sea. He does not go very far away from the sea.

He is a very strong swimmer. One polar bear was seen swimming in the ocean forty miles from the nearest land. Often the polar bear will float about for weeks on a large cake of ice.

He eats seals and other animals which live in the sea. He also eats fish. When he is on land, he will eat berries or even roots.

Here is a mother bear helping a young bear through the water. The young bear has hold of her tail.





This is the Alaskan brown bear. He lives in a cold country. He is the largest of all our bears. He is the largest animal that eats meat. The biggest brown bear is as large as three grown black bears.

One man tells of a brown bear that was five feet high when he stood on all four feet. When this bear stood up on his hind feet, he was nearly nine feet tall.

If the brown bear is let alone, he usually will not harm people. If people hurt him, he is a terrible fighter.

What kind of food do you think he eats? You might think that such a big bear would eat big animals. Should you expect him to hunt mice and squirrels?

That is just what he does. He is a good fisher too. He can throw fish out of the water with his paw. In summer he often eats grass and leaves.

This is the grizzly bear. He is one of the largest bears. He is the fiercest of all bears. The largest grizzly bear is more than four times as large as the largest dog.

He eats everything that a black bear eats. He eats other things too. Sometimes he kills the farmer's cattle. One grizzly bear killed more than fifty cows in one year.

Though he is very strong and fierce, the grizzly bear will usually not harm people if he is let alone.

Men who know grizzly bears believe that no one should ever hurt or try to catch a young grizzly. The mother is certain to be near. She is a terrible fighter when her babies are in danger.

What do bears do in winter?

When winter comes the bears look for winter homes. These winter homes are called dens. They try to find dry places for their dens. Sometimes a den is a cave in a rock. Sometimes bears dig dens in the ground.

Then they crawl into their dens. They cover themselves with leaves. They stay in dens all winter long. They do not sleep all the time, but they do not come out of the dens.

They do not eat or drink for a long time. All bears, except the father polar bears, stay in dens during the winter. The father polar bear hunts and fishes. The mother polar bear finds a den in a cave, or digs a den in a snowdrift. Then the snow falls and covers her den.

When a bear goes into his den, he is very fat. When he comes out, he is very thin. He is, oh, so hungry! How should you like to meet him just then?

What is a baby bear called?

A baby bear is called a cub. Baby bears are born in the winter. Usually there are two babies in a family.

At first the cubs are almost naked. Their eyes are closed just like the eyes of a very young puppy. Baby bears are very small. They are usually not more than nine inches long.

I will tell you how big one baby bear was when he was two days old.

He was almost ten inches long. His tail was one-half inch long. He was five inches high. His chest was nearly seven inches around. He did not weigh quite one pound. Can you show how big he was?

His mother was a very large brown bear. Wasn't he a tiny baby to belong to such a big mother?

Cubs are more than two months old before they can follow their mother. It takes them about seven years to grow up. They stay with their mother most of the time for the first year. The next winter they sleep in the same den with their mother.

Mother bear is very fond of her cubs. She tries to keep them warm. She rolls them over with her big paws and licks them with her red tongue. The cubs cry like little puppies when they are hungry. When mother bear smells danger, she runs away with the cubs. If the hunters find her, she is very fierce.

Do you know what the mother bear does when her cubs are naughty? She slaps them.

The little bears must stay near their mother. If they run away, the old bear chases them. When she catches them, she slaps them with her paw. She is trying to teach them to stay near her.

Most of the bears that are in parks were caught when they were cubs. It is fun to watch the bears play. They must have plenty of room if they are to be kept happy. They are very good-natured. They do not often hurt their keepers.

You should not feed the bears in the park. It makes them feel cross. Never put your hand through the bars of a bear cage. Bears often bite each other in play. They do not know the difference between a tender hand and a hairy paw.

A man who knows wild animals very well gives boys and girls this good advice about them.

Do not hold out your hand to any wild animal that eats meat unless you wish to have your hand bitten off.